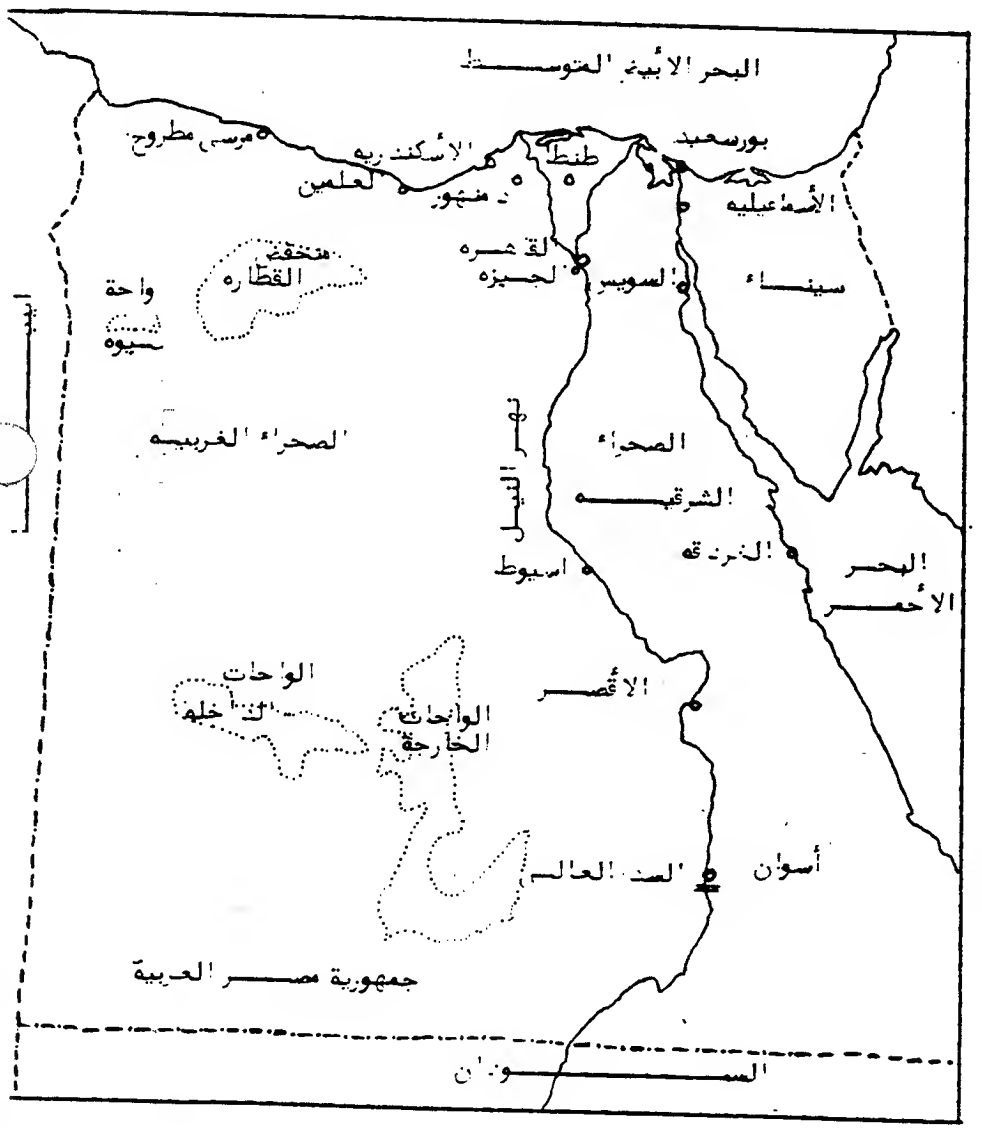
# ARABIC BASIC COURSE

## Egyptian Dialect

Module 1
Lessons 1-4




December 1981

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

Abbreviations Used in This Module

| | |
|---|---|
| ED | Egyptian Dialect |
| f. | feminine |
| m. | masculine |
| MSA | Modern Standard Arabic |
| pers. | person |
| pl. | plural |
| SATTS | Standard Arabic Technical Transliteration System |
| sing. | singular |

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- Imperative verbs, إتْكَلِّم ـ إتْفَضَّل .
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# Objectives

Upon successful completion of this module, the student will be able to understand and carry out conversations in the Egyptian dialect including the grammatical features and vocabulary of Module 1, and based on the following topics or situations:

Lesson 1: Greeting People

Lesson 2: Meeting People

Lesson 3: Inviting and Visiting People

Lesson 4: A Visit to an Office

To evaluate successful completion of the module, the student will be given a Module CRT (Criterion Referenced Test) according to the following specifications.

LISTENING COMPREHENSION

Part 1. Given 10 recorded Egyptian sentences, the student selects the best English translation from four printed choices. Minimum acceptable performance is 70 percent.

Part 2. Given 10 recorded Egyptian sentences, the student selects the best Egyptian response from four choices which are printed and also recorded. Minimum acceptable performance is 70 percent.

Part 3. Given a recorded Egyptian dialogue, the student gives English answers to 10 written English questions. Minimum acceptable performance is 70 percent.

WRITTEN INTERPRETATION

Given 10 recorded Egyptian sentences, the student translates each sentence into written English. Minimum acceptable performance is 70 percent.

DICTATION

Given 10 recorded Egyptian sentences, the student uses SATTS to write down each sentence verbatim. Minimum acceptable performance is 70 percent.

SPEAKING

Spoken Interpretation. Given a recorded dialogue between an Egyptian who speaks ED and an American who speaks English, the student orally interprets for both speakers. Minimum acceptable performance is 70 percent.

Role Playing. Given a situation in which the instructor plays the role of an Egyptian, the student responds in ED to the instructor's lines. Minimum acceptable performance is 70 percent.

# LESSON 1

# GREETING PEOPLE

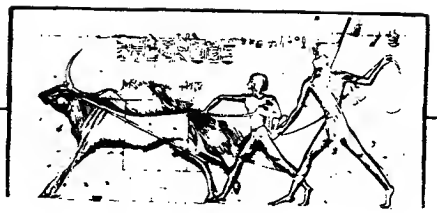



## Objectives

Upon completion of this lesson, you will be able to:

- Extend greetings in the Egyptian Dialect, and respond appropriately to such greetings.
- Greet someone who has just returned from a trip, or who has recovered from an illness, and respond appropriately to such greetings.

## GRAMMATICAL FEATURES



1. Pronunciation of the following words

الخير — مساء
مَحَمَّدٌ — عَلَى السَلامة

2. Pronominal suffixes

ـي — ـَك — ـِك — ـُكم

3. Imperative verbs

إتفضَّل — إتكَلِّم

4. Plural ending

مُتشَكِّـرين

5. Second measure verb used in greetings

سَلِّم — يِسَلِّم (على)

# Communicative Exchanges

FRAME I

Muhammad visits his friend Hasan .

مَحَمَّدْ : صَباحِ الخِير يا حَسَن .
حَسَنْ : صَباحِ الفُلْ ، أَهْلًا وسَهْلًا يا مَحَمَّدْ .
مَحَمَّدْ : إِزَّيَّكْ ؟ وِازايّ العيلَة ؟
حَسَنْ : اللّه يِسَلِّمَكْ ، آنِسْت و شَرَّفْت — إِتْفَضَّل .
مَحَمَّدْ : مُتْشَكِّرْ .



**TRANSLATION**

Muhammad: Good morning, Hasan.

Hasan: Good morning. Hello Muhammad, welcome.

Muhammad: How are you, and how is the family?

Hasan: Thank you, may God keep you safe. It is nice of you to honor me (with your visit). Please come in.

Muhammad: Thank you.

## EXPLANATORY NOTES

1. The Egyptian greeting most frequently given in the morning is صباح الخير . (In spoken Egyptian Arabic, the short vowel that marks the خ before the definite article of the word الخير is i , كسرة , not a , فتحة ,as in MSA. Also, the pronunciation of خير is slightly different. The middle part of the word sounds like the ay of the English "say," but without the upward glide at the end. In MSA the middle part of خير is a diphthong and sounds somewhat like the i in English "bite" or "kite." Egyptians commonly respond to this greeting in several ways.

Example:

| | |
|---|---|
| repetition of the greeting | صباح الخير |
| morning of light | صباح النور |
| morning of jasmine | صباح الفل |

صباح الفل is used by persons who maintain close relationships with the person who initiated the greeting. It reflects intimacy and friendliness.

2. Egyptians say مساء الخير for "Good evening." The first short vowel is i, كسرة , not a, فتحة . Also, some Egyptians who speak rapidly do not pronounce the hamza at the end of مساء . The standard responses for "Good evening" are similar to those for "Good morning."

Example:

| | |
|---|---|
| repetition of greeting | مساء الخير |
| evening of light | مساء النور |
| evening of jasmine | مساء الفل |

3. The phrase اهلا وسهلا , or simply اهلا , is often used in response to greetings. It means "Welcome," but has the connotation of the English "Good to see you" or "Nice to see you." اهلا وسهلا is also the equivalent of "Hello" or "Hi."

4. In colloquial speech Egyptians usually omit the first short vowel u in the name "Muhammad." They pronounce it محمد .

5. "How are you?" in the Egyptian dialect is ازَّيّك. The word ازاي means "How." In addressing or referring to different persons, pronoun suffixes are attached as deemed appropriate. As the pronoun suffixes are added, the ا in the second syllable that follows the ز is dropped.

Example:

| | | |
|---|---|---|
| How are you? | 2nd pers. m. sing. | إزَّيَّك ؟ |
| How are you? | 2nd pers. f. sing. | إزَّيِّك ؟ |
| How are you? | 2nd pers. m. and f. pl. and dual | إزَّيّكُو ؟ |
| How is he? | 3rd pers. m. sing. | إزَّيُّه ؟ |
| How is she? | 3rd pers. f. sing. | إزَّيَّها ؟ |
| How are they? | 3rd pers. m. and f. pl. and dual | إزَّيُّهُم ؟ |

Sometimes in the second person plural the م sound of the pronoun suffix كم is replaced by و. Therefore, the ED equivalent of "How are you?" (pl.) is either ازيكم or ازيكو.

6. There are a number of ways an Egyptian might answer the question ازَّيّك. A common response is بخير والحمد لله, meaning "Fine, and praise be to God," or as Hasan says to Muhammad in Frame I, اللـه يسلّمك, literally, "May God protect you," or "May God keep you safe." The second person thanks the first for asking how he is; he does this by asking God to watch over him. Follow the pattern set by ازاي when attaching pronoun suffixes to يسَلِّم. (See the example in item 5.)

7. The second part of the response is آنِسْت وشَرَّفْت, literally, "You have been nice and honored (me)." The English equivalent is "It is nice of you to honor me (with your visit)." Notice that in the dialect the verb form has no short vowel (u, ضمّة, or a, فتحة) at the end. Both the "you" form masculine and the "I" form end in t, ت, and are identical. The feminine is انِسْتِ وشَرَّفتِ with the i, كسرة, marking the t, ت. If you are speaking to two or more people, the verb takes the form انستو وشرفتو. (In MSA, this ending is -tum, but in the dialect the m is usually omitted. However, in some of the more formal phrases you may also hear -tum, and Egyptians might also say انستم وشرفتم.) At the end of a visit, the host's expression انِسْتو وشَرَّفتو means "We enjoyed your visit and/or company."

8. اتفضّل is an expression of courtesy that urges someone to perform an act specified by a verb that follows. اتفضّل and the following verb are always in the imperative mood. Both are conjugated according to the gender and number of persons addressed.

Example:

| | | |
|---|---|---|
| Enter or come in. | m. sing. | • اتفضّـــل ادخل |
| Enter or come in. | f. sing. | • اتفضّلي ادخلي |
| Enter or come in. | m. and f., pl. and dual | • اتفضّلوا ادخلوا |
| Please eat. (Help yourself.) | | • اتفضّـــل كـــل |

Sometimes the action verb is replaced by a gesture. اتفضّل is derived from the MSA verb تفضّل . Another verb that resembles اتفضّـــل in form is اتكلّم , which is derived from the MSA تكلم , "to speak."

9. "Thank you" is متشكّر , literally, "(I am) grateful." Study the following forms of this expression.

Example:

| | | |
|---|---|---|
| Thank you. | m. sing. | متشكّـــر |
| Thank you. | f. sing. | متشكّـــرة |
| Thank you. | m. and f., pl. and dual | متشكّريـــن |

In colloquial Arabic the nominative ending of the masculine plural ون is not used. Instead, the genetive and accusative ending ين is always used.

10. العفو , meaning "Don't mention it," is a response to the expression متشكّـــر .

Example:

| | |
|---|---|
| Thank you, Hasan. | • متشكّرين يا حسن |
| Don't mention it, Muhammad. | • العفو يا محمّـــد |

Note: In ED only one verb form, the masculine plural, is used for the plural. For example, اتفضلوا addresses two or more people regardless of whether they are all men, all women or a mixed group. This is also true of some words such as انستو (انستم) وشرفتو (شرفتم) .

## DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

| | | | |
|---|---|---|---|
| 1. | Good morning, Hasan. | | ١ صباح الخير يا حسن •<br>الخير •<br>صباح الخير •<br>صباح الفل •<br>صباح الخير يا حسن • |
| 2. | Good evening. | | ٢ مساء الفل • |
| 3. | Hello, welcome. | | ٣ اهلا وسهلا • |
| 4. | How are you, Muhammad? | m. | ٤ ازيك يا محمد ؟ |
| 5. | How are you, Samira? | f. | ٥ ازيك يا سميرة ؟<br>ازيكو ؟ وازاي العيلة ؟ |
| 6. | May God keep you safe. | m. | ٦ الله يسلمك • |
| | | f. | الله يسلمك • |
| | | pl. | الله يسلمكم • |
| 7. | It is nice of you to honor me with your visit. | m. | ٧ آنست وشرفت • |
| | | m. | آنست يا حسن • |
| | | f. | آنستِ يا فريدة • |
| | | pl. | آنستو • |
| | | m. | شرفت يا محمد • |
| | | f. | شرفتِ يا سميرة |
| | | pl. | شرفتو • |
| 8. | Please come in, Hasan. | m. | ٨ اتفضل يا حسن • |
| | | f. | اتفضلي يا فريدة • |
| | | pl. | اتفضلوا • |

| | | | |
|---|---|---|---|
| 9. Thank you. | m. | ٩ متشكر • |
| | f. | متشكرة • |
| | pl. | متشكرين • |

Two
Repeat after the model.

| | | |
|---|---|---|
| Teacher: | Good morning. | مدرس : صباح الخير • |
| Students: | Good morning. | تلامذة : صباح النور • |
| Teacher: | How are you? | مدرس : ازيُّكُم ؟ |
| Students: | Fine, praise be to God. | تلامذة : بخير والحمد للّه • |
| Teacher: | Please come in. | مدرس : اتفضّلوا • |
| Students: | Thank you. | تلامذة : متشكرين • |

Three
Repeat after the model.

| | | |
|---|---|---|
| Farida: | Good evening, Hasan. | فريدة : مساء الخير يا حسن • |
| Hasan: | Good evening, Farida, welcome. | حسن : مساء الفل يا فريدة ، اهلا وسهلا • |
| Farida: | How are you? And how is the family? | فريدة : ازيّك ؟ وازايّ العيلة ؟ |
| Hasan: | May God keep you safe. It is nice of you to honor me with your visit. Please come in. | حسن : اللّه يسلّمك — آنستِ وشَرَّفْتِ — اتفضّلي • |
| Farida: | Thank you. | فريدة : متشكرة • |

Four
Repeat after the model.

| | | |
|---|---|---|
| Samira: | Good evening, Farida. | سميرة : مساء الخير يا فريدة • |
| Farida: | Good evening, Samira, welcome. | فريدة : مساء النور يا سميرة — اهلا وسهلا • |
| Samira: | How are you? And how is the family? | سميرة : ازيّك ؟ وازايّ العيلة ؟ |

Farida: Fine, praise be to God. It is nice of you to honor me with your visit. Please come in.

فريدة: بخير والحمد لِلّه — آنِسْتِ وشرَّفتِ — اتفضّلي •

Samira: Thank you.

سميرة: متشكرة •

Five

Follow the pattern established by the example. Make any necessary changes.

Example:

متشكر • (Teacher)

f. (Teacher)

متشكرة • (Student)

١• اللّه يسلِّمَك • f.

٢• انستم وشرَّفتم • f.

٣• اتفضَّل • pl.

٤• ازَّيّك ؟ f.

٥• متشكر • pl.

٦• آنِسْتْ وشرَّفتْ • f.

٧• متشكر • f.

٨• ازيّك ؟ pl.

Six

Repeat the following expressions substituting feminine Arabic names for the masculine proper name. Make any necessary changes.

Example:

صباح الخير يا حسن — ازَّيّك ؟ (Teacher)

صباح الخير يا سميرة — ازَّيّك ؟ (Student)

١• اهلا وسهلا يا حسن — اتفضل •

٢• صباح الفل يا حسن — ازيّك ؟

٣• آنست وشرفت يا حسن — اتفضل •

٤• اتفضل يا حسن — ازايّ عيلتك ؟

٥• مساء الخير يا حسن — ازيَّك ؟

٦• اللّه يسلِّمك يا حسن — متشكر •

Seven

Repeat the following expressions substituting the plural word تلامذة for the proper names. Make any necessary changes.

Example:

(Teacher) صباح الخير يا حسن ، اتفضل •

(Teacher) تـلامـذة

(Student) صباح الخير يا تلامـذة ، اتفضلوا •

١• آنستِ وشرّفتِ يا فريدة ، اتفضلي •

٢• اهلا وسهلا يا حسن ، ازيّك ؟

٣• اللّه يسلّمك يا سميرة ، متشكرة •

٤• كويّس والحمد لِلّه يا حسن •

٥• مساء الفل يا فريدة ، ازايّ عيلتِك ؟

٦• صباح الخير يا حسن ، اتفضّل •

Eight

Repeat the following greetings using the Arabic equivalent of the English .

Example:

(Teacher) صباح الخير يا حسن اتفضّل •

(Teacher) morning of jasmine

(Student) صباح الفل يا حسن اتفضّل •

١• مساء الخير يا فريدة ازيّك ؟ evening of jasmine

٢• أهلا وسهلا يا سميرة ، اتفضّلي • It is nice of you to honor me.

٣• كويّس والحمد لِلّه يا حسن • Fine, and praise be to God.

٤• بخير والحمد لِلّه يا سميرة • May God keep you safe.

٥• ازايّ العيلة يا حسن ؟ How is your family? m.

٦• ازايّ العيلة يا فريدة ؟ How is your family? f.

Nine
Replace the underlined words with the Arabic equivalent of the English.

Example: حمد اللّه على السلامة يا فريدة • (Teacher)
convey greetings to (Teacher)
سلّم على فريدة • (Student)

| | |
|---|---|
| ١• سَلّم على عيلة عبّاس • | her family |
| ٢• ازايّ صحّة اخواتك يا حسن ؟ | your brother |
| ٣• كويّسين الحمد للّه • | fine |
| ٤• ازايّ سعاد ، سَلِّم عليها • | Praise be to God for her safety. |
| ٥• صحّتهم كويّسة • الحمد للّه • | They are fine. |
| ٦• ازايّ فريدة ؟ حمد اللّه على سلامتها • | your brothers and sisters |
| ٧• حمد اللّه على سلامة محمّد • | how |
| ٨• اللّه يسلّمكم ، كويّسين والحمد للّه • | They are in fine health. |
| ٩• الحمد للّه صحّته كويّسة النهارده • | Muhammad is fine. |
| ١٠• ازايّ سميرة النهارده ؟ صحّتها كويّسة ؟ | Greetings to her. |

Ten
Follow the pattern established by the example.

Example: صباح الخير • (Teacher)
مساء (Teacher)
مساء الخير • (Student)

| | | |
|---|---|---|
| ١• ـــــ النور • | ٣• صباح ـــــ • | ٥• ـــــ الخير • |
| ٢• ـــــ الفلّ • | ٤• مساء ـــــ • | ٦• ـــــ النور • |

Eleven
Respond to the following expressions.

Example: صباح الخير • (Teacher)
صباح الفل • (Student)

١• ازيّك ؟
٢• اتفضّل •
٣• مساء الخير •
٤• ازيّها ؟
٥• ازيّكو ؟
٦• ازيّهم ؟
٧• ازايّ العيلة ؟

Twelve

a. Two female students, using their own names, play the roles presented in Frame 1, page 3.

b. Two students, using their own names, play the roles presented in Drill Three, page 9.

c. Two male students, using their own names, play the roles presented in Drill Four, pages 9 and 10.



# Communicative Exchanges

FRAME II 

Meeting a friend after a trip.

شكري : حَمْدِ آللّه على السّلامـة •

عباس : اللّه يِسَلِّمَك •

شكري : إزّايْ صِحّتَكْ النَّهارْدَه ؟

عباس : كُوَيِّسْ والحَمْدُ لِلّه •



**TRANSLATION**

**Shukri:** Welcome back. (Praise be to God for your safety.)

**Abbas:** Thank you. (May God keep you safe.)

**Shukri:** How are you today? (How is your health today?)

**Abbas:** Fine, and praise be to God.

## DRILLS



One
To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

1. Welcome back. (Praise be to God for your safety).

١ حمد اللّه على السلامة •
حمد الله
السلامـة
على السلامـة

2. Thank you . (May God keep you safe.)

٢ اللّه يسلِّمَك •

3. How are you today? (How is your health today?)

٣ ازايّ صحّتك النهارده ؟
النهارده
صحّتَكْ m.
صحّتِكْ f.
صحّتكُمْ pl.

4. Fine, and praise be to God.

٤ كويّس والحمد لِلّـه •
كويّسة f.
كويّسين pl.

Two
Repeat after the model.

Samira: Welcome back, Farida. سميرة: حمد الله على السلامة يافريدة •

Farida: Thank you, Samira. (May God keep you safe.) فريدة: اللّه يسلِّمِك يا سميرة •

Samira: How are you today? And how is your brother? سميرة: ازايّ صحّتِك النهارده ؟ وازايّ اخـوكِ ؟

Farida: Fine, and praise be to God. فريدة: كويّس والحمد لِلّه •

Three
Repeat after the model.

Hasan: Welcome back. حسن : حمد اللّه على السلامـة •

Farida: Thank you. فريدة : اللّه يسلِّمَـك •

| | | |
|---|---|---|
| Hasan: | How are your sisters and brothers today? | حسن : ازاي اخواتك النهارده ؟ |
| Farida: | Fine, and praise be to God. | فريدة : كويسين والحمد لله • |
| Hasan: | Convey my greetings to them. | حسن : سلّمي عليهم • |
| Farida: | Thank you. | فريدة : متشكرة • |

Four
Repeat after the model.

| | | |
|---|---|---|
| Shukri: | Hello (hi) , Abbass, welcome back. | شكري: اهلا وسهلا يا عباس، حمد الله على السلامة • |
| Abbass: | Thank you, Shukri. | عباس : اللّه يسلّمك يا شكري • |
| Shukri: | How are you today? And how is your sister? | شكري: ازايّ صحّتك النهارده ؟ وازايّ اختك ؟ |
| Abbass: | I am fine, praise be to God, and my sister is fine, thank you. | عباس : أنا كويّس والحمد لِلّه واختي صحّتها كويّسة ، متشكّر • |
| Shukri: | Convey my greetings to her. | شكري: سَلِّم عليها • |
| Abbass: | Thank you. | عباس : اللّه يسلّمك • |

Five
Repeat after the model.

| | | |
|---|---|---|
| Farida: | Good evening, Su'ad. | فريدة : مساء الخير يا سعاد • |
| Su'ad: | Good evening, Farida, welcome back. | سعاد : مساء النور يا فريدة ، حمد الله على السلامة • |
| Farida: | Thank you. (May God keep you safe.) | فريدة : اللّه يسلّمك • |
| Su'ad: | How are you today? And how are your brothers and sisters? | سعاد : ازيّك النهارده ؟ وازاي اخواتك ؟ |

Farida: Fine, praise be to God. فريدة: بخير والحمد لله •

Six
Follow the pattern established by the example. Make any necessary changes.

Example: ازيّك النهارده يا حسن ؟ (Teacher)
f. (Teacher)
ازيِّك النهارده يا فريدة ؟ (Student)

m. ١• اللّه يسلِّمِك يا سميرة •
m. ٢• ازايّ اختِـك ؟
pl. ٣• كويِّس والحمد لله •
f. ٤• بخير والحمد لِلّه ــ متشكر •
m. ٥• اتفضَّلي يا سعاد •
m. ٦• ازيِّك النهارده يا فريدة ؟
pl. ٧• ازايّ اخـوك ؟

Seven
Repeat the following expressions substituting different feminine Arabic names for the masculine names. Make any necessary changes.

Example: حمد اللّه على السلامة يا عباس • (Teacher)
حمد اللّه على السلامة يا فريدة • (Student)

١• ازايّ صحّتك النهارده يا عباس ؟
٢• آنست وشرفت يا حسن ، اتفضّل •
٣• ازايّ تلامذتـك النهارده يا حسن ؟
٤• ازيّـك وازايّ اخـوك يا عباس ؟
٥• ازايّ عيلتك النهارده يا حسن ؟
٦• ازايّ مَدْرَسْتَك يا عباس ؟

Eight
Repeat each sentence substituting the plural forms of the underlined words.

Example:
ازايّ اخوك النهارده يا حسن ؟ (Teacher)
ازايّ اخواتك النهارده يا حسن ؟ (Student)

١. كويّس والحمد لله يا فريدة .
٢. ازايّ تلميذك يا حسن ؟
٣. ازاي صحّتك النهارده ؟
٤. اهلًا وسهلًا ، اتفضّل .
٥. ازايّ مَدْرَسْتَك ؟

Nine
Respond to the following statements.

Example:
حمد الله على السلامة . (Teacher)
الله يسلّمك . (Student)

١. ازايّ صحّتك النهارده ؟
٢. صباح الخير .
٣. ازيّكم ؟
٤. ازايّ العيلة .
٥. ازايّ اخواتك ؟
٦. سَلِّم عليهم .

Ten
Repeat the following greetings using the Arabic equivalent of the English.

Example:
ازيّك النهارده يا فريدة ؟ (Teacher)
How is your health? (Teacher)
إزايّ صحّتِك النهارده يا فريدة ؟ (Student)

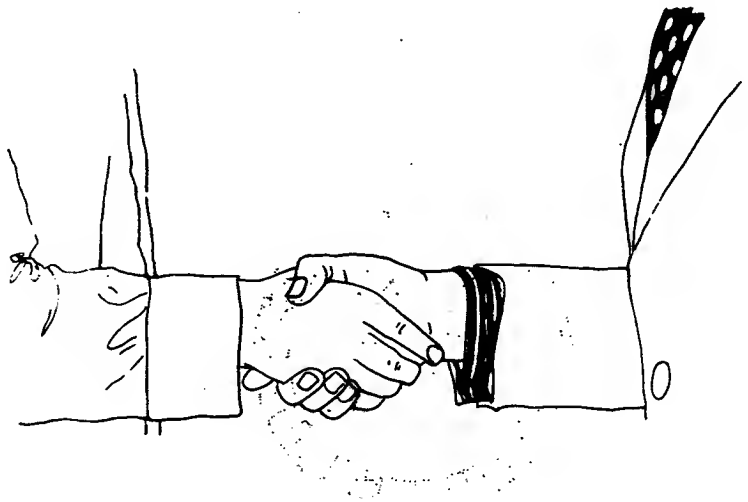
| | |
|---|---|
| your brother's health | ١• ازايّ اخوك يا عباس ؟ |
| It is nice of you to honor me. | ٢• اهلًا وسهلًا يا سميرة • |
| the family | ٣• ازايّ اخوكِ واختِك يا فريدة ؟ |
| How is your (pl.) health? | ٤• ازّيكو النهارده يا تلامـذة ؟ |
| Hello, welcome. | ٥• حمد اللّه على السلامة يا سميرة ، اتفضّلي • |
| How is your (pl.) health? | ٦• ازّيـكو النهارده يا اخواتي ؟ |

Eleven

a. Two male students play the roles presented in Drill Two, page 18.

b. Two female students play the roles presented in Drill Four, page 19.

c. Two male students play the roles presented in Drill Five, page 19.



Very often Egyptians greet one another by shaking hands. Even good friends and family members clasp hands during a casual encounter.

## CLASSROOM EXERCISES



What Do You Say?

1. Your friend has just recovered from an illness. What do you say to him?

2. You have learned that your friend was sick. Ask him about his health.

3. After you come back from a trip, someone says حمد الله على السلامة . How do you respond?

4. If someone asks you about your health, how do you respond?

Role Playing

Situation 1. B is just back from a trip.

A: Greet Student B.

B: Respond.

A: Ask B how he is.

B: Say that you are well.

A: Ask B how the family is.

B: Say that they are fine.

Situation 2. B arrives at A's home in the evening.

B: Greet host(ess).

A: Welcome B to his/her home and ask about his/her health.

B: Say that he/she is well.

A: Ask B to come in.

B: Thank A, then ask him/her about brothers and sisters.

A: Say that they are in good health.

Situation 3. You are a student at the Defense Language Institute (DLI). You are visiting a friend you have not seen for a long time.

Student 1: Read the following statements aloud.

Student 2: Respond to each statement.

١• مساء الخير •
٢• ازيّك ؟
٣• ازايّ صحة مُدَرِّسَك ؟
٤• وازايّ التلا مذة ؟
٥• وازايّ اخوكْ سمير واختَك سميرة ؟
٦• اتفضّل •
٧• آنِستْ و شَرَّفتْ •
٨• سَلِّم على فريدة وشكري •

Situation 4. Use the information below to converse with a classmate playing Farid's role.

It is 8 p.m. in a coffee shop. You meet your friend Farid, the father of Abbass and Su'ad. You have not seen Farid since he came back from California.

Call Farid.

Greet him.

Welcome him back.

Inquire about his health.

Inquire about his children.

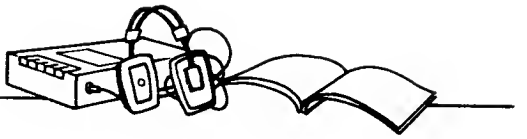
Ask him about California.

Interpretation Practice

Act as an interpreter in the following situations.

| English speaker | Interpreter | Arabic speaker |
|---|---|---|
| Situation 1. | ↵ ↳ | |
| Welcome back. | | اللّه يسلّمك • |
| How are you today? | | بخير والحمد للّه • |
| It is nice of you to honor me with your visit. | | متشكّر • |
| Please come in. | | متشكّر • |

## HOME WORK



Exercise One

Use SATTS to write the five recorded sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise Two

Translate the five recorded sentences into written English.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise Three

You will hear 10 sentences recorded in Arabic. Write the number of each sentence beside its English equivalent.

( ) How is the teacher and how are the students, Hasan?

( ) Hasan greeted Samira's sisters and brothers, as well as her family.

( ) Hasan's good students are at school.

( ) My regards (greetings) to your brothers and sisters, Hasan. Praise be to God for their safety.

( ) Hi (welcome back), Hasan! How are you today?

( ) Good morning, Samira, come in. It's nice of you to honor us (with your visit).

( ) Farida! How is your brothers' and sisters' school? Is it OK?

( ) Hasan! My regards to your sister Samira and her family.

( ) How is your brother's health today, Farida?

( ) Thank you Farida. You have honored us (with your visit).

Exercise Four

You will hear eight questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | a | b | c | 5. | a | b | c |
| 2. | a | b | c | 6. | a | b | c |
| 3. | a | b | c | 7. | a | b | c |
| 4. | a | b | c | 8. | a | b | c |



## SUMMARY



1. The responses to صباح الخير are صباح الخير, صباح الفل, صباح النور.
The responses to مساء الخير are مساء الخير, مساء الفل, مساء النور.

2. اهلاً or اهلاً وسهلاً is used in an exchange of greetings.

3. "How are you?" is expressed by adding suffixes for "you" to the word for "how."

Example:

| | | |
|---|---|---|
| How are you? | m. sing. | ازَّيَّك ؟ |
| How are you? | f. sing. | ازَّيِّك ؟ |
| How are you? | m. and f. pl. | ازَّيُّكم ــ ازَّيُّكو؟ |

4. "How" used without suffixes, is ازايّ (with an alif).

Example:

| | | |
|---|---|---|
| How is the (your) health? | m. sing. | ازايّ الصحّة ؟ |
| How is your health? | f. sing. | ازايّ صِحّتِك ؟ |
| How is your health? | m. and f. pl. | ازايّ صِحّتُكم ؟ |

5. Because ED has no case or inflectional endings, the pronoun suffixes for "you" or "your" - كَ, كِ and كُمْ (or كُو ) - never vary.

6. Replies to "How are you?" are listed in the example below.

Example:

| | | |
|---|---|---|
| May God keep you safe. | m. sing. | اللّه يسلّمَك. |
| May God keep you safe. | f. sing. | اللّه يسلّمِك. |
| May God keep you safe. | m. and f. pl. | اللّه يسلّمُكم. |

And,

| | | |
|---|---|---|
| Fine. | m. sing. | كويِّس |
| Fine. | f. sing. | كويِّسَة |
| Fine. | m. and f. pl. | كويِّسين |

All of the responses in the foregoing example are followed by "And praise be to God," والحمد لله ( الحمد للـه) .

7. "Today" in ED is النهارده (pronounced اِنـهَرْدَ ) and literally means "this day."

8. A person who receives a visitor will, after the initial greeting, often say "It is nice of you to honor me. Please come in." The endings of the words change according to the gender and number of individuals addressed.

Example:

It's nice of you to honor me. Please come in. • آنست وشرّفت ــ انفضّل

9. The second person plural verb ending in the perfect form is normally -tu (as in شرفتو ). The ending in formal phrases is -tum ( شرفتـــم ).

10. In ED, only the masculine form is used for plurals. This is true whether the speaker is addressing men, women or a mixed group.

11. حمـد اللّه علىالسلامـة, "Welcome back," is said to a person who is returning from a journey or recovering from an illness. The response to it is اللّه يسلّمـك .

12. Whenever على precedes a word with a definite article the ل in على is omitted. The greeting على السلامة is pronounced عالسلامة .

13. "Thank you" in ED is مُتشَكِّر . The ending changes according to the gender and number of whomever is saying it.

# REFERENCE GRAMMAR

## VERBS

1. Measure II verb سلّم (على), to greet, to convey greetings to

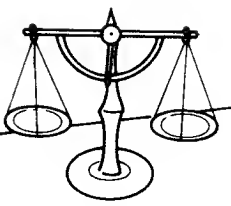
| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هوّ | سَلَّم | يسَلِّم | |
| she | هيّ | سَلَّمتْ | تسَلِّم | |
| they | همّ | سَلَّموا | يسَلِّموا | |
| you, m. | انتَ | سَلَّمْتَ | تسَلِّم | سَلِّم |
| you, f. | انتِ | سَلَّمْتِ | تسَلِّمي | سَلِّمي |
| you, pl. | إنتو | سَلَّمْتو | تسَلِّموا | سَلِّموا |
| I | أنا | سَلَّمْتُ | أسَلِّم | |
| we | إحنا | سَلَّمْنا | نسَلِّم | |

Verbal noun, not in use. ( سلام is used in spoken colloquial Egyptian.)

Active participle, مسَلِّم



## EVALUATION



Part A. You will hear five Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

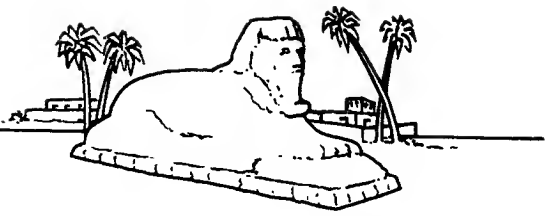
Part B. Translate the five recorded sentences into English.

Part C. Use SATTS to write the five recorded sentences.

Part D. Listen to the recorded conversation, then answer the questions based on it.

1. Who extended the invitation to Shukri?
2. Whom did the person talking with Shukri inquire about?
3. When was the invitation scheduled for?
4. What is Shukri's profession?
5. Beside Shukri, to whom was the invitation extended?
6. On what occasions do Egyptians use the type of greeting in the recorded conversation?

## ENRICHMENT



A. The following are frequently used greetings and responses.

١. حسن : ازيّك ، سَلامات .
محمد : اللّه يسلِّمَك .

٢. حسن : اهلًا اهلًا .
محمد : اهلًا بيك .

٣. حسن : ازايّ الاولاد ؟
محمد : كويّسين والحمد لله .

٤. حسن : ازايّ الحالْ ؟
محمد : عال ، الحمد لله .

٥. حسن : آنست وشرفت .
محمد : اللّـه يآنسك .

1. The word سلامات (SLAMAT) is the plural of سلامـة (SLAM?), which means "safety."

2. The response اهلًا بيك means "You are welcome." The second word, بيـك , is composed of the preposition بـ , plus the pronoun suffix, ـك . In MSA, it is pronounced بِـك , with a short vowel under the بـ . In ED, the short vowel changes to a long vowel, بيـك .

The preposition بـ is used with different pronouns in the example below.

Example:

| | |
|---|---|
| You are welcome. m. | اهلًا بيكْ . |
| You are welcome. f. | اهلًا بيكِ . |
| You are welcome. pl. | اهلًا بيكُـم . |

| | | |
|---|---|---|
| She is welcome. | f. | اهلًا بيها • |
| He is welcome. | m. | اهلًا بيهْ • |
| They are welcome. | pl. | اهلًا بيهُم • |

3. ازايّ الاولاد means "How are the children?" It also means "How is your family?"

4. الحال means "state of affairs" or "condition," and is the equivalent of "How are you doing?" The response عال means "Very well."

5. الله يآنسك means "May God watch over you." It is often used instead of متشكر, meaning "Thank you."

B. The following dialogue contains expressions used for greetings.

Example:

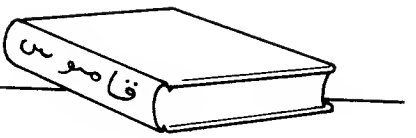
| | |
|---|---|
| Say hi to Hasan for me, or, convey my greetings to Hasan. | ١• سَلّم لي على حسن • |
| Thank you. (May God keep you safe.) | اللّه يسلِّمك • |
| Say hi to the children (family). | ٢• سَلّم لي على الاولاد • |
| | اللّه يسلِّمك • |
| Good-bye. | ٣• مع السلامة • |
| | اللّه يسلِّمك • |
| Sleep well. (May you be well tomorrow.) | ٤• تصبح على خير • |
| And the same to you. | وانت من اهل الخير • |

1. سَلّمْ لي على means "Say hi to (someone)."

2. مع السلامة means "Good-bye."

3. تصبح على خير means "May you be well tomorrow." The proper responses, وانت من اهل الخير or وانت من اهلُه, which mean "And you, too," are used only in the evening and before going to bed ("Good night").

## VOCABULARY




| ENGLISH | ED | MSA |
|---|---|---|
| Abbass (name) | | عَبّاس |
| brother(s) | اِخْوَات (ج) | أَخ |
| family | عِيلَة | |
| Farida (name) | | فَريدَة |
| Fine, and praise be to God. | | بِخير والحَمد لِلّه |
| fine, well, good | كويِّس | |
| for, to, on | | عَلَى |
| Gamila (name) | | جَميلَة |
| good evening | | مَساء الخير |
| good evening (response) | مَساء الفُلّ | مَساء النُور |
| good morning | | صَباح الخِير |
| good morning (response) | صباحْ الفُلّ | صباح النور |
| greet (to) | سَلِّم عَلَى | |
| Hasan (name) | | حَسَن |
| health | | صِحّة |
| how | إزّاي | |
| May God keep you safe. | | اللّه يسَلِّمك |
| Muhammad (name) | | مُحَمَّد |
| Please come in. | اتفضّل | |
| Praise be to God. | | الحَمْد لِلّه |
| Samira (name) | | سَميرَة |
| school(s) | | مَدْرَسَة ــ مَدارِس (ج) |
| Shukri (name) | | شُكْري |
| sister(s) | اِخْوات (ج) | أُخْت |

| ENGLISH | ED | MSA |
|---|---|---|
| student(s) | تَـلامّـذَة | تِلْميـذ ، تَلاميذ (ج) |
| Su'ad (name) | | سُعاد |
| teacher | | مُدَرِّس |
| thank you | مُتْشَكِّر | |
| today | النَهارْدَه | |
| Vocative particle (Used to gain someone's attention.) | | يَـا |
| welcome, hello, hi | | اهلًا وسهلًا |
| welcome | آنِسْت وشَرَّفْت | |
| welcome back | حَمْد اللّه عَلى السَلامة | |

# Communicative Exchanges

FRAME I

Muhammad and Sa'd id-Din, two young Egyptian officers, are chatting together in an officers club on a base near Cairo. Muhammad sees another friend of his, Salih, and decides to introduce him to Sa'd id-Din.

| | |
|---|---|
| مُحَمَّدْ : | تَعالَ أَعَرِّفَكْ عَلَى صاحْبِي يا صالِحْ • |
| صالِحْ : | طَيِّبْ ، نِتْشَرَّف • |
| مُحَمَّدْ : | سَعْدِ ٱلدِّين مُلازِم أَوَّلْ طَيَّارْ ، صالِحْ مُلازِم في الجِيش |
| سَعْدِ الدِّين : | أَهْلًا و سَهْلًا ، فُرْصَة سَعِيدَة • |
| صالِحْ : | إِحْنا الْأَسْعَد ، إِتْشَرَّفْنا يا افَنْدِمْ • |



**TRANSLATION**

| | |
|---|---|
| Muhammad: | Come, Salih, I'll introduce you to my friend. |
| Salih: | OK, I'd be honored. |
| Muhammad: | First Lieutenant Pilot Sa'd id-Din. Salih, a lieutenant in the army. |
| Sa'd id-Din: | Hello. (It is) a fortunate opportunity. |
| Salih: | The pleasure is mine. (I'm honored) sir. |

# EXPLANATORY NOTES

1. The word تَعَالَ means "Come" and is used only in the imperative, which has three forms: تَعالَ (m.), تَعالِي (f.) and تَعالوا (pl.). Depending on the situation, تَعالَ may also imply "Come here" or "Come over here." Sometimes it is followed by هِنـــا, which lends emphasis to the statement.

When Egyptians want to say "I am coming" or "I come," they use a different word root. "I am coming" (active participle) is either أنا جاي (m.) or أنا جايـة (f.). (For a complete conjugation of this verb see Explanatory Note 5, p. 99, and the Reference Grammar on p. 118.

2. In ED, short vowels of present-tense verbs are often not the same as short vowels in equivalent MSA forms. For example, in MSA "I introduce you" is أعَرِّفُـكَ, whereas in the dialect it is أعَرَّفَـكْ. In the dialect, the first short vowel of the first person singular of a present-tense verb is فتحـة ـَ (as in أعَرَّفَـك).

3. In MSA "friend" is صَديق, but in ED the word usually used is صَاحِب, (صِحاب [pl.]), as in صَاحْبي, "my friend."

4. طَيِّبْ, which means "OK" or "Fine," implies acknowledgment of and/or acceptance on the part of the person being addressed.

5. a. نِتْشَرَّفْ, translated "I'd be honored," literally means "We are honored." In this and similar formal phrases Arabs often use the plural form even when they are referring to one person. For example, an Arab says السَّلامُ عَلَيْكُمْ, "Peace be upon you" (pl.), even when he addresses one person. However, Egyptians also use the singular أتْشَرَّفْ, and the plural can mean "we" as well as "I."

b. In most dialect verb forms, short vowels differ from those of MSA equivalents. For example, نِتْشَرَّفْ is the ED equivalent of the MSA نَتَشَرَّفُ. In the dialect, the first short vowel of any pronoun prefix (except in first person singular) in the present-tense form is almost always ـِ (not ـَ or ـُ as in MSA). Notice that in the dialect form, the ت in نِتْشَرَّفْ has a sukuun over it, whereas in MSA it has a فتحـة in نَتَشَرَّف. Finally, notice the sukuun over the ف. Final short vowels of dialect verbs do not indicate mood as they do in MSA.

6. As you know, MSA nouns and adjectives have inflectional endings. For most indefinite nouns and adjectives they are: -un, -an, and -in ; and -u, -a, -i when they are definite. You also know that in the so-called pausal form, these endings are dropped. Even the taa (ت) of the taa marbuuta (ة) is dropped in feminine words in the pausal form unless it is part of a phrase in construct (such as مدينة القاهرة, "the city of Cairo"), or has a suffix attached to it. Spoken Arabic dialects have no inflectional endings (except the adverbial endings in words such as شُكرًا , حَالاً and جِدًّا ). Consequently, in ED every noun and adjective is in the pausal form. Compare the endings of the words in the following two sentences.

Example:

MSA (fully inflected forms) سعدُ الدينِ ملازمٌ أولٌ طيارٌ .

ED سعدِ الدّينْ ملازمْ أولْ طيارْ .

The ـِ which marks the د in سَعْدِ is not an inflectional ending. It is the helping vowel used before any word beginning with ا (the hamzat al-wasl).

7. There is no j sound in ED with the exception of words adopted from foreign languages, such as چاكتة (jacket), بيجاما (pajamas), جراج (garage), چورج (George), چوزيف (Joseph) and چنرال (general).

Egyptians pronounce the j sound as a hard g (as in go) both in MSA and ED. Also, the letter g often functions as a "sun letter," and Egyptians say gg just as often as lg in words such as الجيش .

8. The phrase فُرْصَة سَعِيدَة , literally, "a fortunate opportunity," is the equivalent of "It's been nice meeting you" or "I'm glad to have met you."

9. "We" in ED is إِحْنا . إِحْنا الأَسْعَد , "We are the more fortunate," is the usual response to فُرْصَة سَعِيدَة .

10. a. اِتْشَرَّفْنا , literally, "We have been honored," is often used to express "Glad to meet you." In the dialect this form is usually اِتْشرفنا, beginning with it- as in اتفضل. If an Egyptia wants to be more formal he will use the MSA form تشرفنا .

b. Both the phrases إِحْنا الأَسْعَد and اِتْشَرَّفْنا are plural (we) even though the speaker is referring to himself alone. Both phrases are formal and ceremonious in the same vein as نتشرف and السلام عليكم .

11. Although يَا افَنْدِمْ, "sir," is pronounced as a single word, it is actually a combination of two words: the particle of address (either untranslated or sometimes translated as "Oh!") and افَنْدِمْ (a Turkish word meaning "master"). In normal speech, the alif of افَنْدِمْ disappears after يَا . This applies to words which have an alif (ا) at the beginning preceded by يا . يَا احْمَدْ is pronounced يا حْمَدْ with the omission of the ا .





One
To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

تَعالَ اعَرِّفَكْ عَلَى صاحْبي يَا صَالِح •

Come, Salih, I'll introduce you to my friend.

١ تَعالَ m.
تَعالي f.
تَعالُوا pl.

٢ اعَرِّفَكْ عَلَى m.
اعَرِّفِكْ عَلَى f.
اعَرِّفْكُم على / اعَرِّفْكُو عَلَى pl.

٣ صاحبي m.
صاحبتي f.
صحابي pl.

تعال اعرفك على صاحبي يا صالح •

طَيِّب نِتْشَرَّف •

OK, I'd be honored.

٤ طَيِّبْ
٥ نِتْشَرَّفْ we or I
اَتْشَرَّفْ I

سَعْدِ ٱلدّين مُلازم أَوَّلْ طَيّارْ •

First Lieutenant Pilot Sa'd id-Din.

٦ ملازم أول طيار

صَالِح مُلازِم في الجِيشْ •

Salih, a lieutenant in the army.

مُلازِمْ
٧ في الجيش
الجيش

صالح ملازم في الجيش •

Hello. (It is) a fortunate opportunity.

اهلًا وسهلًا ــ فُرْصَة سَعِيدَة •

٨ فرصة سعيدة

فرصة

The pleasure is mine.
(I'm honored), sir.

إِحنا الأَسْعَد ــ اِتَشَرَّفنا يَا افَنْدِمْ •

٩ إحنا الأسعد

إحنا

الأسعد

سَعيد ــ أَسْعَد ــ الأَسْعَد

١٠ اِتَشَرَّفنا يا افَنْدِمْ

اتشرفنا

افندم

١١ يَا افَنْدِمْ •

إِحنا الأسعد ــ اتشرفنا يا افندم•

Two
Repeat after the model.

Linda is sitting with Muhammad in the cafeteria. Sa'd id-Din stops by.

سَعْدِ الدّين : مساء الخير •

مُحَمَّدْ : مساء النور ــ اهلا وسهلا يا سعد الدين ، اتفضل ــ اعرّفك على صاحبتي لندا من الجامعة الامريكية • سعد الدين ملازم طيار •

سعد الدين : اتشرفنا يالندا ــ فرصة سعيدة •

لندا : أنا الأسعد ــ اهلا وسهلا •

Three
Repeat after the model.

Salih is visiting his friend Muhammad in his office. Muhammad calls his colleague Sa'd id-Din to introduce Salih to him.

محمد : تعال يا سعد الدين اعرفك على صالح •

سعد الدين : نِتشرّف يا افندم •

محمد : سعد الدين ملازم أول طيار ــ صالح ملازم في الجيش •

صالح : فرصة سعيدة يا افندم •

سعد الدين : أنا الأسعد ، اتشرفنا •

Four
Repeat after the model.

Muhammad is sitting with Salih and Linda sees him.

لندا : صباح الخير يا محمد •

محمد : صباح النور يا لندا — [1] أَقدِّم لِكْ صالح — صالح ملازم في الجيش •
لندا صاحبتي من الجامعة الامريكية •

صالح : اهلا وسهلا يا لندا ، دي فرصة سعيدة ، اتفضّلي •

لندا : مْتَشَكِّـرَة •

[1] For the pronunciation of the sound ق see Explanatory Note 4, p. 53.

**TRANSLATION - DRILL TWO**

| | |
|---|---|
| **Sa'd id-Din:** | **Good evening.** |
| **Muhammad:** | **Good evening. Hello, Sa'd id-Din. Please (sit down), I'd like to introduce you to my friend Linda from the American University--First Lieutenant Pilot Sa'd id-Din.** |
| **Sa'd id-Din:** | **I am honored, Linda. (It is) a fortunate opportunity.** |
| **Linda:** | **The pleasure is mine. I am pleased to meet you.** |

**TRANSLATION - DRILL THREE**

| | |
|---|---|
| **Muhammad:** | **Come, Sa'd id-Din. I'll introduce you to Salih.** |
| **Sa'd id-Din:** | **I'd be honored, sir.** |
| **Muhammad:** | **First Lieutenant Pilot Sa'd id-Din, Salih, a lieutenant in the army.** |
| **Salih:** | **(It is) a fortunate opportunity, sir.** |
| **Sa'd id-Din:** | **The pleasure is mine, I'm honored.** |

**TRANSLATION - DRILL FOUR**

**Linda:** Good morning, Muhammad.

**Muhammad:** Good morning, Linda. (Let me) introduce Salih to you. Salih is a lieutenant in the army. (This is) Linda, my friend from the American University.

**Salih:** Hello, Linda. (It is) a fortunate opportunity. Please sit down.

**Linda:** Thank you.

Five

Follow the pattern established by the example.

Example:

أُقَدِّمُ لَكْ صالح • (Teacher)

أُعَرِّفُكْ على ـــــ • (Teacher)

أُعَرِّفُكْ على صالح • (Student)

١• أُعَرِّفُكِ على ـــــ •

٢• ـــــ صاحبتي •

٣• أُقَدِّمُ لَك ـــــ •

٤• ـــــ صالح •

٥• أُقَدِّمُ لِك ـــــ •

٦• ـــــ صاحبى •

٧• أُقَدِّمُ لكم ـــــ •

٨• ـــــ صحابي •

٩• تَعالوا يا ـــــ •

Six

Follow the pattern established by the example. Make any necessary changes.

Example:

تَعالَ أُعَرِّفَكْ على لندا • (Teacher)

تعالي (Teacher)

تعالي أُعَرِّفِكْ على لندا • (Student)

| | | | |
|---|---|---|---|
| ١• تعالوا | _____ | _____ | • |
| ٢• ____ | _____ | اخواتي | • |
| ٣• تعالي | _____ | _____ | • |
| ٤• ____ | _____ | عيلتها | • |
| ٥• تعال | _____ | _____ | • |
| ٦• ____ | _____ | صاحبنا | • |
| ٧• ____ | اَقَدِّمْ لِكْ | _____ | • |
| ٨• تعالوا | _____ | _____ | • |

Seven

Follow the pattern established by the example. Make any necessary changes.

Example: اَقَـدِّمْ لَكْ صَالِحْ • (Teacher)

f. (Teacher)

اَقَـدِّمْ لِكْ صَالِحْ • (Student)

| | |
|---|---|
| ١• اقدم لك لندا • | pl. |
| ٢• تعال هنا • | f. |
| ٣• أنا الأسعد • | pl. |
| ٤• اعرّفكْ على صاحبي • | f. |
| ٥• اعرّفكْ على صاحبي • | pl. |
| ٦• اتشرّفنا • | sing. |
| ٧• تعال هنا • | pl. |
| ٨• اتشرّف • | pl. |
| ٩• اقدّم لك اخويا عبّاس • | pl. |
| ١٠• اعرّفكو على عيلتي • | f. |

Eight

a. Three female students play the roles given in Frame I, p. 39.

b. Two female and one male student play the roles given in Frame I, p. 39.

c. Three male students play the roles in Drill Two, p. 45.

Nine

Repeat the following sentences substituting masculine names for the feminine. Make any necessary changes.

Example: تعال اعرّفك على صاحبي يا صالح • (Teacher)

تعالي اعرّفِك على صاحبتي يا سعاد • (Student)

١• ازايّ عيلتك النهارده يا حسن ؟

٢• تعالَ اقدّمْ لك الملازم يا صالح •

٣• اسم صاحْبَك ايه يا محمد ؟

٤• تعالَ المدرسة النهارده يا حسن •

٥• تعالوا اقَدّمْ لُكم صاحبي سالِم يا تلامذة •

٦• أهلا وسهلا يا محمد ازيَّك ؟

٧• ازايّ اخواتك يا صالح ؟

٨• عرّفني على صحابك يا محمد •

Ten

Change all the singular forms in the sentences below to the plural.

Example: تعال اعرّفك على صاحبي • (Teacher)

تعالوا اعرّفكُم على صحابي • (Student)

١• تعالي اقدّم لِك الملازم •

٢• اقدّم لك صاحبتي الامريكانية •

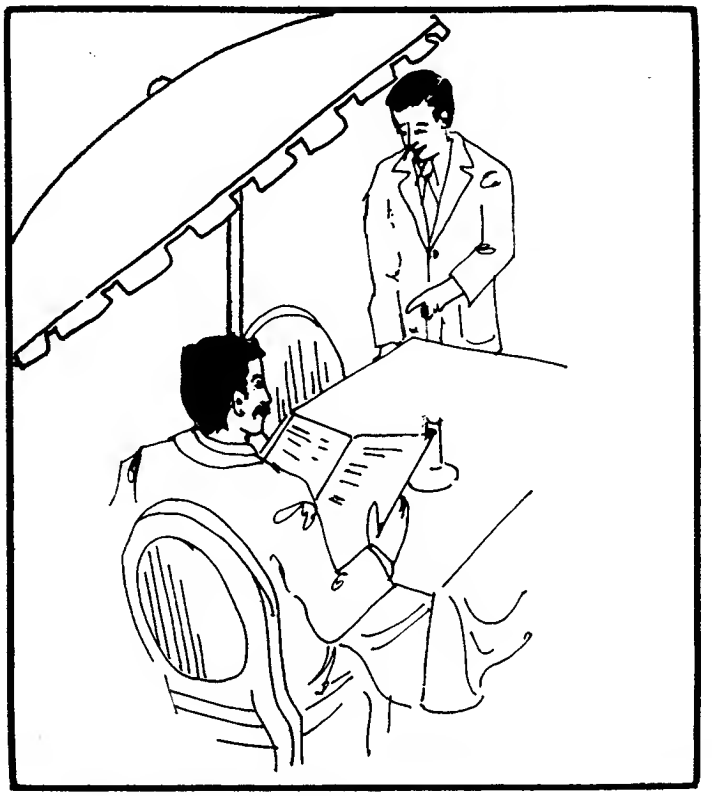
٣• تعالَ اعرّفك على الطيّار اللبناني •

٤• ازايّ صِحّتك النهارده ؟

٥• آنِستِ وشَرّفتِ انفضّلي •

٦• اسم الطيّار المصري ايه ؟

٧• تعالي هنا •



**TRANSLATION**

American: Is this place taken?

Egyptian: No, please sit down.

American: Thank you.

Egyptian: (This is) a happy opportunity. Are you Lebanese?

American: No, I'm American.

Egyptian: Welcome, welcome. What is your name?

American: My name is Thomas Grant.

Egyptian: I am honored. I am Hasanayn Salim.

## EXPLANATORY NOTES

1. a. In ED the phrase المكان ده means "this place." The demonstrative adjective ده meaning "this, that" comes after the noun which it modifies.

Example:

This place is reserved. • المَكانْ دَه مَحْجُـوز

b. ده also functions as a demonstrative pronoun representing the subject. It precedes the predicate.

Example:

This is the reserved place. • دَه المَكان المَحْجُـوز

c. ده, the masculine form of "this," corresponds to the MSA هذا. The feminine of ده is دي, and is equivalent to the MSA هذه. The plural form is دول, which corresponds to all the MSA masculine and feminine plural and dual forms of "these." The demonstrative pronoun دي also modifies plural inanimate and nonhuman subjects.

d. ده, دي and دول were introduced in this lesson as demonstrative pronouns meaning "this," "that," "these" and "those." They may also be used for the personal pronouns "he," "she" and "they."

Example:

He is Hasan's teacher. • ده مدرّس حسن

2. In order to change a statement into a question, MSA uses the question word هَـلْ. ED, however, does not use هل. A rising intonation shows that the utterance is a question. (See the first line of Frame II, المكان دَه مَحْجُوز ؟. Note that the tone of voice rises with مَحْجُوز.)

3. When Egyptians want to say "no" emphatically, they pronounce the alif of لا as a hamza and say لأ. This often occurs if the word لا is not followed directly by other words.

4. أُقْعُد, the ED word for "Sit down" or "Have a seat," corresponds to the MSA word اِجْلِسْ. It has two pronunciation features peculiar to the dialect. First, generally speaking, in ED the letter qaaf is pronounced as a hamza except in certain types of words. (See Lesson 4, Explanatory Note 2, p. 128.) Second, the short vowel that marks the ع is ضمة.

It sounds like the o in the English word "north." This vowel does not exist in MSA but does occur occasionally in ED. (The vowel sound in دول is the same as the o in اقعُد, but is long instead of short. ED, then, has both a long and short o, whereas MSA has neither.)

5. حَضْرِتَكْ (حَضْرِتِكْ when speaking to a woman and حَضْرِتْكُم when speaking to two or more persons) literally means "your presence" and is a formal or polite way of saying "you." It is used to address an acquaintance or someone whose name is not known.

6. "American" in ED is امريكـانـي (m.) or امريكانية (f.). The plural, "Americans," is امريكان. This is somewhat different from the MSA forms: امريكي (m.), امريكية (f.) and امريكيـون (pl.).

7. a. اِسْم الكَريـم, literally "the name of the noble one," is a polite way of saying, اسْمَك, "your name." اسْم الكَريم ايه ؟, "What is your name?" means "What is the name of the noble one?" It is considered a politer statement than اسْمَك ايه ؟. (Egyptians also say اِسْم حَضْرِتَك ايه ؟.)

b. Question words often fall at the end of an utterance. For this reason "what" comes at the end of the sentence in اسم الكريـم ايـه ؟ (literally, "The name of the noble one is what?"). In English (and in MSA) question words are usually placed at the beginning of a sentence.

8. "Yes" in ED is أيْوَه. The MSA word نَعَـمْ is rarely used in the dialect, except as a respectful reply by someone addressed by name. In this case نعم means "yes," with the connotation of "Yes, what is it?" or "Yes, what can I do for you?"

9. مِشْ, "not," is used to negate most nouns and phrases. It does not negate verbal phrases. (See Lesson 3, Explanatory Note 5, p. 85.)

Example:

| | |
|---|---|
| This place is not taken. | • المَكان دَه مِشْ مَحْجُوز |
| I'm not in the army. | • أنا مِشْ في الجيش |
| Sa'd id-Din is not a pilot. | • سَعْدِ الدّين مِشْ طَيّار |

## DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Is this place taken?

المكان ده محجوز ؟

مكان ــ المكان

ده

١ المكان ده

٢ محجوز

(Statement)

المكان ده محجوز ٠

(Question)

المكان ده محجوز ؟

No, please sit down.

لأ ، إتفضّل اقعد ٠

٣ لأ

اتفضّل اقعد

٤ اقعد

اتفضّلي اقعدي

اتفضّلوا اقعدوا

Thank you.

متشكّر ٠

(This is) a happy opportunity. Are you Lebanese?

دي فرصة سعيدة ــ حَضْرِتَك لِبناني ؟

دي

فرصة سعيدة

٥ حضرتَكْ لبناني ؟

حضرتَكْ

حضرتِكْ لبنانية ؟

دي فرصة سعيدة ــ حضرِتَك لبناني ؟

No, I'm American.

لأ ، أنا امريكاني ٠

٦ امريكاني

أنا امريكاني

أنا امريكانية

إحنا امريكان ٠

لأ ــ أنا امريكاني

Welcome, welcome. What is your name?

أهلا ، أهلا • اسم الكريم ايه ؟

٧ــ اسم الكريم ايه ؟

إيه

My name is Thomas Grant.

اسمي توماس جرانت •

I am honored.

اتشرّفنا • أنا حسنين سالم •

I'm Hasanayn Salim.

**Two**

Repeat after the model.

An American is trying to find a place in a theater.

الامريكاني : الكرسي ده محجوز ؟

المصري : أيوه محجوز •

الامريكاني : طيب متشكّر •

**Three**

Repeat after the model.

The same American is still trying.

الامريكاني : المكان ده محجوز ؟

المصري : لأ مش محجوز • إتفضّل •

الامريكاني : متشكّر •

**Four**

Repeat after the model.

An American lady is looking for a place to sit in a cafeteria.

الامريكانية : الكرسي ده محجوز ؟

المصري : لأ ، اتفضّلي اقعدي •

الامريكانية : متشكّرة •

المصري: حضرتك لبنانية ؟

الامريكانية: لأ ، أنا مش لبنانية أنا امريكانية •

المصري: إتشرّفنا •

TRANSLATION - DRILL TWO

American: Is this seat taken?

Egyptian: Yes, (it is) taken.

American: OK, thank you.

TRANSLATION - DRILL THREE

American: Is this place taken?

Egyptian: No, it's not taken. Please sit down.

American: Thank you.

TRANSLATION - DRILL FOUR

American lady: Is this seat taken?

Egyptian man: No, please sit down.

American: Thank you.

Egyptian: Are you Lebanese?

American: No, I'm not Lebanese, I'm American.

Egyptian: Glad to meet you. (I'm honored.)

Five
Construct complete sentences by adding the demonstrative pronoun ده to the phrases below.

Example:

(Teacher) ——— مكان محجوز •

(Student) ده مكان محجوز •

١• ـــ مكان لندا • (Linda's place)
٢• ـــ طيّار امريكاني •
٣• ـــ كرسي محجوز •
٤• ـــ مش لبناني •
٥• ـــ صاحب اخويا •
٦• ـــ ملازم مصري •
٧• ـــ مش محجوز •
٨• ـــ حضرة الملازم •
٩• ـــ صاحبي •
١٠• ـــ مكان كويس •

Six
Construct complete sentences by adding the demonstrative pronoun دي to the phrases below.

Example:

(Teacher) ——— فرصة سعيدة •

(Student) دي فرصة سعيدة •

١• ـــ الجامعة الامريكية •
٢• ـــ مش لبنانية •
٣• ـــ صاحبتي الامريكانية •
٤• ـــ الاماكن المحجوزة •
٥• ـــ عيلات مصريـة •
٦• ـــ صاحبة لندا •
٧• ـــ فرصة كويّسة •
٨• ـــ عيلة تركيـة •
٩• ـــ مدرسة اخواتي •
١٠• ـــ كراسي محجوزة •

Seven
Construct complete sentences by adding the demonstrative pronoun دول to the following phrases.

Example:

(Teacher) ——— طيارين امريكان •

(Student) دول طيارين امريكان •

١• ـــــ معلمين مصريين •
٢• ـــــ صحابي الامريكان •
٣• ـــــ صحاب لندا •
٤• ـــــ مدرسين لبنانيين •
٥• ـــــ معلمات في المدرسة •
٦• ـــــ صحاب اختي •
٧• ـــــ مدرسين اخواتي •
٨• ـــــ مدرسات اخويا •
٩• ـــــ ملازمين في الجيش المصري •
١٠• ـــــ تلامذة كويّسين •

Eight
Construct complete sentences by adding the definite article ال to the noun and placing the demonstrative pronouns ده , دي or دول before the predicate.

Example:

(Teacher) ـــــ مكان محجوز •
(Student) المكان ده محجوز

١• ـــــ طيّارين امريكان •
٢• ـــــ ملازم مصري •
٣• ـــــ جامعة لبنانية •
٤• ـــــ فرصة سعيدة •
٥• ـــــ عيلة تركية •
٦• ـــــ طيار امريكاني •
٧• ـــــ جامعة مش مصرية •
٨• ـــــ كرسي مش محجوز •
٩• ـــــ معلمات امريكان •
١٠• ـــــ جيش لبناني •

Nine
Use the particle مش to negate the following sentences.

**Example:**

(Teacher) المكان ده محجوز •
(Student) المكان ده مش محجوز •

١• صحابي دول امريكان •
٢• صاحبي ده لبناني •
٣• صاحبي ده في الجيش •
٤• الكرسي ده محجوز •
٥• صاحبتي دي سعيدة •
٦• الطيار ده امريكاني •
٧• صاحبتي دي امريكانية •
٨• الجامعة دي مصرية •
٩• الكراسي دي محجوزة •
١٠• الطيارين دول مصريين •

Ten
Use the particle مش to negate the following sentences.

Example:

(Teacher) ده مكان لندا •

(Student) ده مش مكان لندا •

١• دول طيارين امريكان •
٢• دي جامعة مصرية •
٣• ده صاحبي الامريكاني •
٤• دول صحاب لندا •
٥• ده اسمه سعد الدين •
٦• دول تلامذة كويسين •
٧• دي فرصة كويسة •
٨• دول اخوات حسنين •
٩• ده ملازم في الجيش التركي •
١٠• دي عيلة صالح •

Eleven
Follow the pattern established by the example. Make any necessary changes.

Example:

(Teacher) لأ ، اتفضل اقعد •

(Teacher) f.

(Student) لأ ، اتفضلي اقعدى •

١• لأ ، اتفضل اقعد • pl.
٢• اسمك ايه ؟ f.
٣• إيه ده ؟ f.
٤• حضرتك لبناني ؟ pl.
٥• لأ ، أنا مش مصري • pl.
٦• أيوه ، أنا امريكاني • pl.
٧• ده اخو صاحبي • pl.
٨• دي مدرسة اختي • pl.
٩• دي اخت سالم • m.
١٠• دي عيلته • pl.

Twelve
Follow the pattern established by the example.

Example:

(Teacher) صاحبي ده امريكاني •
(Teacher) ـــــ ـــ طيّار •
(Student) صاحبي ده طيّار •

١• ـــ في الجيش اللبناني •
٢• صاحبتي دي ـــــ •
٣• ـــ مدرسة امريكانية •
٤• حضرتـه ـــــ •
٥• ـــ مش اخو لندا •
٦• الملازم ده ـــــ •
٧• العيلة دي ـــــ •
٨• ـــــ مش امريكانيـة •
٩• صحابه دول ـــــ •
١٠• المكان ده لِـــــ •

Thirteen
Respond to the questions and statements.

Example:
(Teacher) ازيّـك ؟
(Student) كويّس والحمد لله •

١• اقدّم لك صاحبي صالح •
٢• دي فرصة سعيدة يا اخ سعد الدين •
٣• حمد اللّه على السلامة يا حضرة الملازم •
٤• تعال اعرفك على صاحبتي •
٥• ازايّ صحة اخوك النهارده ؟
٦• مساء الخير يا حضرات •
٧• ازايّ عيلة اخوكِ يا فريدة ؟
٨• اتفضّل هنا على الكرسي ده •
٩• المكان ده محجوز يا حضرة الملازم •
١٠• نقعد هنا يا سعيد ؟

Fourteen
Respond to the following questions.

Example:
(Teacher) ده كرسي المدرس ؟
(Student) أيوه ، ده كرسي المدرس •

١٠ حضرتك المدّرس اللبناني ؟
٢٠ اسم صاحبتك ايه ؟
٣٠ اسم الكريم ايه ؟
٤٠ إيه ده ؟
٥٠ المكان ده محجوز ؟
٦٠ اسمك ايه ؟
٧٠ ازايّ صحّتك النهارده ؟
٨٠ دي فرصة سعيدة ٠
٩٠ إيه اسامي تلامذتك المصريين ؟
١٠٠ صاحبك ده امريكاني ؟
١١٠ اِنتَ مصري ؟
١٢٠ دي عيلة سعاد ؟
١٣٠ دول اخوات سميرة ؟
١٤٠ المدرِّسات الامريكان هنا ؟
١٥٠ الكراسي دي محجوزة لعيلتك ؟
١٦٠ سَلِّمت لي على اخواتك ؟
١٧٠ تعال اعرّفك على الملازمين دول ٠
١٨٠ قدّمت التلامذة للمدرسين المصريين ٠
١٩٠ شرّفينا النهارده انتِ وعيلتِك ٠
٢٠٠ تعرّفني على صاحبة اختك ؟

Fifteen

Use the negative particles لأ and مش and the information in the left-hand column to answer the following questions.

Example: (Teacher) عرّفتها على صاحبك الأمريكاني ؟
(Teacher) مصرى / امريكاني
(Student) لأ ، عرّفتها على صاحبي المصري مش الامريكاني ٠

١٠ المكان ده محجوز للمدرس المصري ؟ تركي / مصري
٢٠ حضرته ملازم طيّار ؟ جيش / طيّار
٣٠ حضرتِك مُدَرِّسة في الجامعة الامريكية ؟ اللبنانية / الامريكية
٤٠ اسم صاحبك محمد ابراهيم ؟ سمير ابراهيم / محمد ابراهيم
٥٠ التلميذ ده قعد على كرسيك ؟ كرسيك / كرسيّ
٦٠ صاحبتكم اللبنانية عرّفتكم على اختها ؟ اخوها / اختها
٧٠ الكراسي دي محجوزة لصحابكم ؟ اخواتنا / صحابنا

Sixteen

Replace the underlined word(s) with those in the left-hand column. Make all necessary changes and repeat each sentence.

Example:

(Teacher) دي فرصة سعيدة يا افندم •

(Teacher) احنا الأسعد

(Student) احنا الأسعد يا افندم •

| | |
|---|---|
| ١• اتفضّل اقعد هنا ، مش على الكرسي ده • | في المكان |
| ٢• أنا قدّمت له صاحبي اللبناني مش الامريكاني • | المصريين /الاتراك |
| ٣• صاحبي الامريكاني عرّفني على عيلته • | قدّم لك |
| ٤• ازاي صحّة صاحبك الملازم في الجيش اللبناني ؟ | سلّم لي على |
| ٥• تعالوا هنا اعرّفكو على صحابي الطيّارين الامريكان • | اقدّم لكو |
| ٦• اتفضّلي اعرّفك على سعد الدين ، المدرّس في الجامعة • | اقعدي مع |
| ٧• جميلة عرّفته على طيّار مصري اسمه محمد ابراهيم • | مُدَرّسة لبنانية |
| ٨• النهارده عرّفت الملازم اللبناني على الطيّار المصري • | عيلتي |
| ٩• ده مكان المُدَرّسَة التركية • | محجوز |

Seventeen

Replace the underlined word(s) with those in the left-hand column. Make all necessary changes and repeat each sentence.

Example: (Teacher) أنا عرّفته على ملازم في الجيش الامريكاني •

(Teacher) إحنا / ملازمين

(Student) إحنا عرّفناهم على ملازمين في الجيش الامريكاني •

| | |
|---|---|
| ١• المكان المحجوز ده كويّس • | الاماكن |
| ٢• الطيّار الامريكاني ده صاحبي • | الطيّارين |
| ٣• الملازم اللبناني ده اسمه صالح • | سالم وسعد وعباس |
| ٤• صاحبي التركي ده مدرّس كويّس • | كويّسين |
| ٥• أنا عرّفتهم على صاحبتي اللبنانية • | إحنا / صحاب |
| ٦• الكرسي ده في مكان كويّس • | كراسي / اماكن |
| ٧• صاحبي الامريكاني ده في الجامعة الامريكية • | صحابي |
| ٨• ده ملازم في الجيش المصري • | ملازمين |
| ٩• عرّفني على سميرة وصاحبها ده • | دول |
| ١٠• الكرسي ده محجوز لصاحبه المصري واسمه ابراهيم • | محجوز / ابراهيم وسعد |

## CLASSROOM EXERCISES



What Do You Say?

1. You want to introduce your friend Samir to First Lieutenant Salih. What do you say?

2. You want to introduce Lieutenant Sa'd to your sister. What do you say?

3. One of your friends introduces First Lieutenant Sa'd id-Din to you. What do you say to Sa'd id-Din?

4. Tell Salih to come with you so that you can introduce him to your friend Sa'd id-Din.

5. As your friend introduces Salih to you, Salih indicates to you that it is a pleasure. What do you say to Salih?

Role Playing

Situation 1. You are in a cafe looking for a place to sit. You notice an Egyptian sitting at a table with several empty chairs.

Greet the man.

وعليكم السلام •

Ask him if this place is taken.

لأ، اتفضّل •

Express your gratitude.

Situation 2. You are sitting in a movie theater. A young lady notices that the chair next to you is empty. She asks you politely:

المكان ده محجوز ؟

No, it is not.
Invite her to sit down.

حضرتك تـــركي ؟

Tell her that you are American.

Now, why don't you ask her what her name is?

Situation 3. You are Lieutenant Steve Adams from the U.S. Air Force. Your friend Randy Walters has invited some people for dinner. He has asked you to receive his guests and seat them at the table. Use the cues and the Arabic expressions to perform your duty.

• مساء الخير

Respond and ask the guest his name.

• محمد صالح

Respond and introduce yourself.

حضرتك اخو راندي وآلترس ؟

Respond.

حضرتك في الجيش الامريكاني ؟

Respond.

• دي فرصة سعيدة

Respond.

Interpretation Practice

Act as an interpreter in the following situations.

| English speaker | Interpreter | Arabic speaker |
|---|---|---|

Situation 1.

أنا عرّفتك على المدرّس ده ؟

No. Isn't he your teacher?

• لأ ، ده مدرّس حسن صالح

My friend Hasan Salih?

• أيوه ، تعال اعرّفك عليه

Fine, I would be honored, but what is his name?

• اسمه محمد فريـــد

OK, come and introduce me to him.

Situation 2.

What's you name?

اسمي ابراهيم •

Are you Egyptian?

لاْ ، أنا لبناني •

It's been nice meeting you.

إحْنا الأَسعد •

Are you a pilot?

لاْ ، أنا ملازم في الجيش •

Situation 3.

المكان ده محجوز ؟

Yes, it is.

والمكان ده محجوز ؟

No, it is not. Please sit down.

والمكان ده ؟

No.

متشكّـر يا افندم •

Respond.

تعال يا صالح اقعد هنا •

Translation Practice

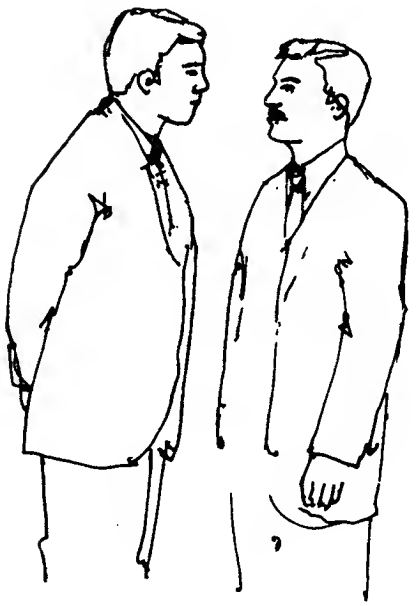
Translate the following sentences orally into English.

١• انت اسمك ايه وايه اسامي اخواتك ؟
٢• التلامذة الامريكان دول صحاب حسنين سالم ؟
٣• حضرتك اخو الملازم الطيّار الامريكاني ؟
٤• اتفضّلوا اقعدوا هنا ، الكراسي دي مش محجوزة •
٥• قَدّمْت التلامذة المصريين للمدرّسين الامريكان •
٦• سَلّمْتِ لي على اخواتِك يا سعاد ؟
٧• التلميذ ده مش من هنا ، ده من الجامعة اللبنانية •
٨• الكراسي دي محجوزة لعيلات التلامذة والمدرّسين •
٩• تعالوا نعرّفكم على صحابنا الاتراك •
١٠• الملازم أوّل سالم ابراهيم مش هنا النهارده •

## Dictation Practice

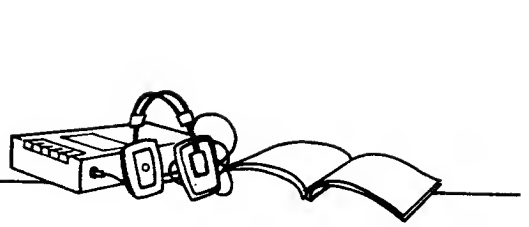
Close your book and write the following sentences in SATTS.

١. تعالي اعرّفِك على صحابي وعيلاتهم .
٢. سعد الدين ملازم في الجيش المصري .
٣. إيه اسامي الملازمين الاتراك ؟
٤. تشرّفنا يا افندم دي فرصة سعيدة .
٥. اتفضّلوا اقْعُدوا المكان ده محجوز لكم .
٦. سالم قدّمني لصاحبه سعيد .
٧. دول ملازمين في الجيش مش طيّارين .
٨. يا افندم ، الاماكن دي محجوزة للمدرّسين .
٩. تعالوا اعرّفكم على عيلة صاحبتي .
١٠. أنا قعدت في مكان محمد صالح .



Customarily Egyptians stand closer to one another when they converse than Americans do.

## HOMEWORK



Exercise One
Use SATTS to write the 10 recorded sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Two
Translate the 10 recorded sentences into written English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Three
Listen to the recorded Arabic conversation, then answer the questions based on it.

1. What is Salim's profession?

2. What is Salim's nationality?

3. Who is with Salim?

4. What does she do for a living?

5. What is the relationship between Ibrahim and Su'ad?

6. Why did Ibrahim call Salim and Farida?

7. What was Ibrahim's response to Salim's and Farida's greetings?

8. What does Su'ad do?

Exercise Four
You will hear 10 Arabic questions or statements, each followed by three Arabic responses. Circle the letter which corresponds to the best response.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | a | b | c | 6. | a | b | c |
| 2. | a | b | c | 7. | a | b | c |
| 3. | a | b | c | 8. | a | b | c |
| 4. | a | b | c | 9. | a | b | c |
| 5. | a | b | c | 10. | a | b | c |

## SUMMARY



1. "Come!" is تعـال (m.), تعالـي (f.) and تعالـوا (pl.).

2. The first short vowel which marks the prefix ا of the first person singular present-tense verb is always ـَ فتحة. For all other persons it is ـِ كسرة.

3. "Friend" in ED is صاحب ; usually the plural is صحاب.

4. When speaking formally Arabs often use the plural as an honorific form that refers to one person. For example, in نتشرف and اتشرفنا the subject that is understood is "I." But the subject could also be "we." Egyptians also use the singular forms اتشرف and اتشرفت for the subject "I."

5. ED present-tense verbs have no final short vowels to indicate mood as do those in MSA.

6. Because nouns and adjectives have no inflectional endings, ED uses only pausal forms. Thus taa marbuuta is pronounced only when it is part of a phrase in construct or when it is followed by a suffix.

7. The helping vowel used before the definite article ال is ـِ , as in سعدِ الدين .

8. In ED the letter ج is pronounced as a hard g as in "give." The exception to this rule is foreign words that have been introduced into the language.

9. فرصة سعيـدة is used for first meetings. The response to it is احنا الأسعـد.

10. يا فندم is a contraction of يا افنـدم , which means "sir" or "master."

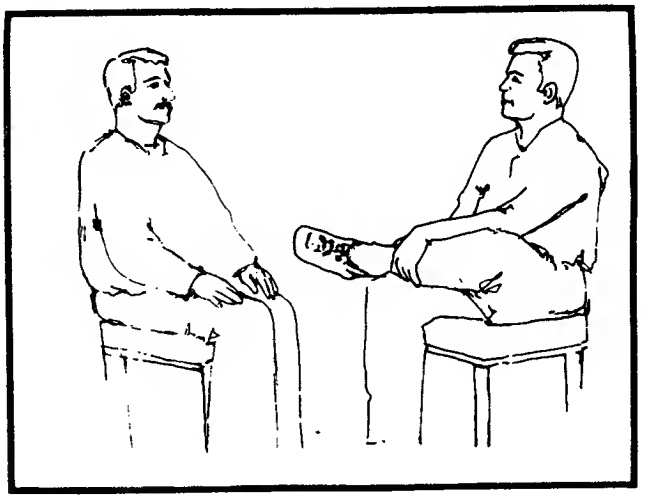
11. In ED the demonstrative adjectives "this" and "these" are ده (m.), دي (f.) and دول (pl.). When used with a noun, they come after, not before, the noun.

Example: this place المكـان ده

When they function as demonstrative pronouns they precede the noun.

Example: This is a good place. ده مكان كويس.

12. لأ (with a hamza) is لا , "no," spoken with greater emphasis than usual.



When sitting facing an Egyptian it is considered discourteous to show the soles of your shoes to him.

13. In ED the gaaf sound is pronounced as a hamza sound. Certain words are exceptions to this rule.

14. Unlike MSA, ED has the short vowel o (as in اُقعُد) and also has a long version of this same o (as in دول).

15. حَضرِتـك, a polite way of saying "you," is often used to address a stranger.

16. اسم الكريم ايه ؟, "What is the name of the noble one?" is a polite way of saying اسمك ايه ؟, "What is your name?"

17. مش, "not," negates most nouns and phrases. It does not negate verbs.

18. "Yes" is أيوه. In ED, the response نعم means "Yes, what is it?"

# REFERENCE GRAMMAR

## VERBS

1. Measure I verb, قَعَدْ *, to sit

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هُوَّ | قَعَدْ | يُقْعُدْ | |
| she | هِيَّ | قَعَدِتْ * | تُقْعُدْ | |
| they | هُمَّ | قَعَدُوا | يُقْعُدُوا | |
| you, m. | إِنْتَ | قَعَدْتْ * | تُقْعُدْ | اُقْعُدْ |
| you, f. | إِنْتِ | قَعَدْتِ * | تُقْعُدِي | اُقْعُدِي |
| you, pl. | إِنْتُو | قَعَدْتُو | تُقْعُدُوا | اُقْعُدُوا |
| I | أَنا | قَعَدْتْ * | أَقْعُدْ | |
| we | إِحْنا | قَعَدْنا | نُقْعُدْ | |

Verbal noun, قُعاد

Active participle, قاعِد

2. Measure II verb, عَرَّفْ, to introduce

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هو | عَرَّفْ | يِعَرَّفْ | |
| she | هي | عَرَّفِتْ | تِعَرَّفْ | |
| they | هم | عَرَّفُوا | يِعَرَّفوا | |
| you, m. | إنتَ | عَرَّفْتْ | تِعَرَّفْ | عَرَّفْ |
| you, f. | إنتِ | عَرَّفْتِ | تِعَرَّفي | عَرَّفي |
| you, pl. | إنتو | عَرَّفْتُو | تِعَرَّفوا | عَرَّفوا |
| I | أنا | عَرَّفْتْ | أَعَرَّفْ | |
| we | إحنا | عَرَّفْنا | نِعَرَّفْ | |

*The ق sound is pronounced أ. The d is pronounced t.

Verbal noun, not in use.

Active participle, مُعَرِّف

3. Measure II verb, شَرَّف , to honor someone

Same as the verb عَرَّف above.

Verbal noun, not in use.

Active participle, مُشَرِّف

4. Measure II verb, قَـدِّمْ *, to introduce

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هو | قَدَّمَ | يُقَدِّمُ | |
| she | هي | قَدَّمَتْ | تُقَدِّمُ | |
| they | هُمَّ | قَدَّموا | يُقَدِّموا | |
| you, m. | إنتَ | قَدَّمْتَ | تُقَدِّمُ | قَدِّمْ |
| you, f. | إنتِ | قَدَّمْتِ | تُقَدِّمي | قَدِّمي |
| you, pl. | إنتو | قَدَّمْتو | تُقَدِّموا | قَدِّموا |
| I | أنا | قَدَّمْتُ | أُقَدِّمُ | |
| we | إحْنا | قَدَّمْنا | نُقَدِّمُ | |

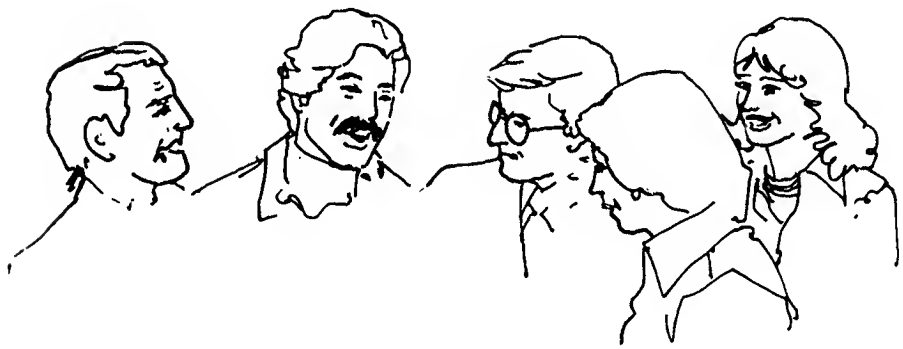
Verbal noun, تَقْديم

Active participle, مُقَدِّم

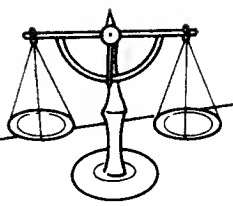
* The sound ق is pronounced أ .

5. Irregular verb, تعال , Come!

| Pronoun | | Imperative |
|---|---|---|
| you, m. | إِنْتَ | تَعالَ |
| you, f. | إِنْتِ | تَعالي |
| you, pl. | إِنْتو | تَعالوا |



## EVALUATION



Part A. You will hear five Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

Part B. Translate the five recorded sentences into English.

Part C. Use SATTS to write the five recorded sentences.

Part D. Listen to the recorded Arabic conversation, then answer the questions based on it.

1. What is the relationship between Salih and Abbas?
2. What did Salih inquire about?
3. Is Sa'd id-Din a government employee?
4. What is his profession?
5. What is his rank?
6. What was Sa'd id-Din's response to the introduction to Abbas?
7. Were there any vacant seats around Sa'd id-Din?

## ENRICHMENT



A. Another expression besides اتشرفنا can be used for first meetings between individuals.

Example:

تعالَ يا محمد اعرّفك على حسن •

يِحْصَل لِنا الشَرَف • I am honored.
(Literally, The honor is happening to me.)

اِنتَ اتعرَّفت على الملازم حسن يا محمد ؟

أيوه ، حَصَل لي الشَرَف • I was honored.
(Literally, The honor has happened to me.)

B. If you meet someone informally or by chance, then you should use صُدْفَة , meaning "by chance" or "a chance happening."

Example:

انتَ اتعرّفت على الملازم حسن ؟

أنا اتعرفت عليه صُدْفَة في الجامعة • accidentally
(literally, by chance)

اقدِّم لك صاحبتي لندا •

دي صدفة سعيدة يا لندا • A pleasure meeting you.
(literally, It is a pleasant chance.)

C. The expression من زمان describes an event that took place long ago or that started in the past and has continued into the present.

Example:

انتَ اتعرّفت على محمد يا حسن ؟

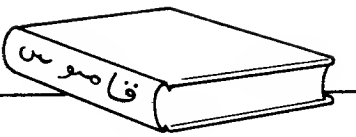
أيوه ، ده صاحبي من زمان • . . . has been my friend for quite a while.

أيوه ، أنا اتعرّفت عليه من زمان • . . . met him long ago.

امتى اتخرَّجت من الجامعة ؟

من زمان • A long time ago.

## VOCABULARY




| ENGLISH | ED | MSA |
|---|---|---|
| Abraham (name) | | إبْراهيم |
| American(s), m. | امريكاني ــ امريكان (ج) | |
| American(s), f. | امريكانية ــ امريكان (ج) | |
| army, armies | | جيش ــ جيوش (ج) |
| Come! | | تَعــالَ |
| Egyptian | | مَصْري |
| fine, OK | | طَيِّب |
| first, beginning of outset of | | أوّل |
| friend(s) | صحاب (ج) | صاحِب |
| from | | مِن |
| happy, fortunate | | سَعيد |
| Hasanayn (name) | | حَسَنين |
| here | | هِنــا |
| I | | أنــا |
| I (we) have been honored. | اِتْشَرّفنا | |
| in | في | |
| introduce to, present to (to) | | قَدِّم لـ |
| introduce to (to) | | عَرَّف عَلَى |
| Lebanese | | لبناني |
| lieutenant | | مُــلازِم |
| Linda (name) | | لِنْدا |
| more fortunate (the) | | الأَسْعَد |
| name(s) | أسامي (ج) | اِسم |

| ENGLISH | ED | MSA |
|---|---|---|
| no | لَأ | |
| noble one (the) | | الكَرِيم |
| not | مِش | |
| opportunity, opportunities; chance(s) | | فُرْصَة ـ فُرَص (ج) |
| pilot | | طَيّـار |
| place(s) | | مَكَان ـ أماكِن (ج) |
| Sa'd (name) | | سَعْد |
| Sa'd id-Din (name) | | سَعْد الدِين |
| Salih (name) | | صالِح |
| Salim (name) | | سالِم |
| seat(s), chair(s) | | كُرسي ـ كَراسي (ج) |
| sir, master | افَنْدِم | |
| sit (to) | | قَعَد |
| taken, reserved | | مَحْجُـوز |
| these, those | دُول | |
| this, that, m. | دَه | |
| this, that, f. | دِي | |
| to, for | | لِ |
| Turkish | | تُرْكي ـ أتْراك (ج) |
| university | | جامْعة |
| we | إحْنا | |
| what | إيـه | |
| yes | أيْـوَه | |
| you (literally, your presence) | | حَضْرتـك |

# LESSON 3

# INVITING AND VISITING PEOPLE



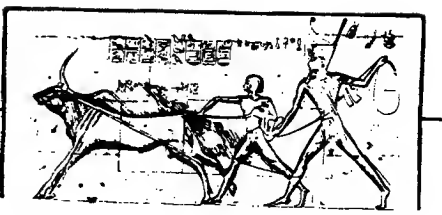
## Objectives

Upon completion of this lesson, you will be able to:

- Offer coffee, tea or a snack to a guest and accept or decline a similar offer.

- Invite someone for breakfast, lunch or dinner and accept or decline a similar invitation.

## GRAMMATICAL FEATURES



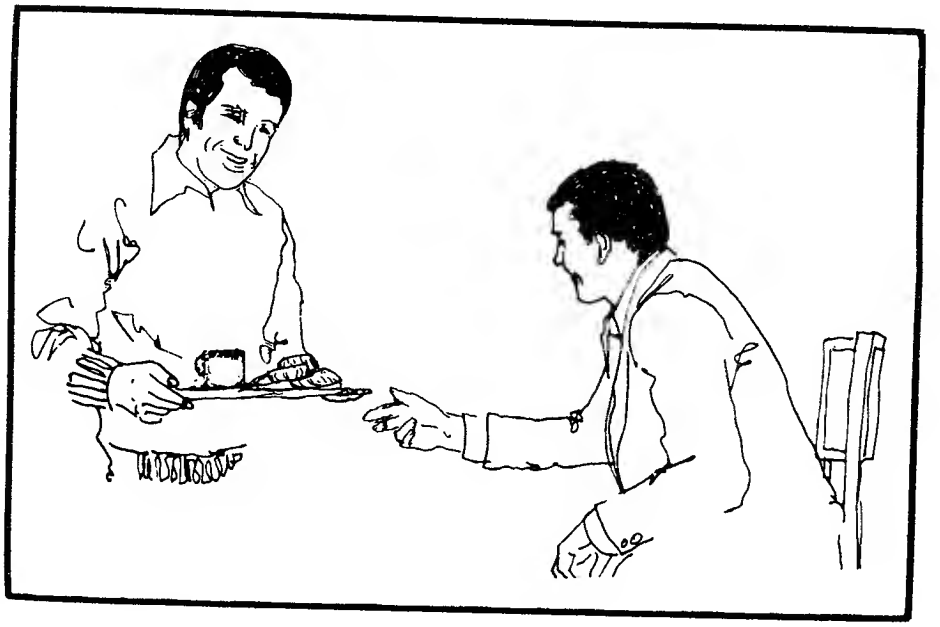
| | | |
|---|---|---|
| 1. | Pronunciation of ذ in | خُـذْ |
| 2. | Pronunciation of a word with a final همزة | غَـداء |
| 3. | Use of | قَبْل ما and بَعْد ما + verb, or قبل and بعد + verbal noun |
| 4. | Use of | لِسَّه + the active participle |
| 5. | Negative with a particle | ما ... ش |
| 6. | Auxiliary word | لازِمْ + verb |
| 7. | Prepositions | مَعْ + pronoun suffix and عَنْد |
| 8. | An oath | وَاللّه + لَ |
| 9. | The word جاي taken from the verb | جَـهْ / بِيجِـي |
| 10. | Measure I verbs | شِرِب ، تِعِب ، فِطِر ، قِدِر ، بِرِد ، كَتَب ، عَمَل ، دَرَس |
| | Measure I verbs | خَـدْ ، كَـلْ |
| | Measure V verbs | اِتْغَدَّى ، اِتْعَشَّى |

# Communicative Exchanges

FRAME I

Muhammad has come to visit his friend Hasan, who immediately extends to him the hospitality for which Egyptians and other Arabs are famous.

حَسَنْ : اِتْفَضَّلْ شاي قَبْلِ ما يِبْرَدْ •
مُحَمَّدْ : أَلْفِ شُكْر • لِسَّه شَارِب •
حَسَنْ : طَيِّبْ • أَعْمِلْ لَكْ قَهْوَة ؟
مُحَمَّدْ : ما تِتْعِبْشِ نَفْسَكْ • مافيشْ لُزوم •
حَسَنْ : لَاءْ لازِمْ وخُـدْ حِتَّةِ الكُنافَة دِي •
مُحَمَّدْ : طَيِّبْ • كَتَّرْ خِيرَكْ •



**TRANSLATION**

**Hasan:** Please have (some) tea before it gets cold.

**Muhammad:** Thank you. I've just had some.

**Hasan:** All right. Shall I make you coffee?

**Muhammad:** Don't bother. There's no need (to).

**Hasan:** No, I must (make you some), and take this piece of konafa.

**Muhammad:** OK, thank you.

## EXPLANATORY NOTES

1. قَبْلِ مَا, "before," (Remember that qaaf [ ق ] is pronounced as a hamza [ ء ].) is the ED version of the MSA قبل أن . Generally, قَبْلِ مَـا is used before imperfect-tense verbs, whereas قبل (without مَا ) is used before other parts of speech. The phrase بَعْدِ مَـا , "after," (The MSA equivalent is بَعْدَ أن .) can be used before perfect or imperfect-tense verbs. Its use depends on whether the past or future is intended.

2. a. أَلْفِ شُكْر literally means "a thousand thanks." In intensity it is equivalent to the English "Thank you."

b. In ED three consonants never come together without a vowel even if one of the consonants falls at the beginning of a second word. For example, the word أَلْف ends in two consonants (alf). Whenever any word following الف begins with a consonant, as does shukr, شُكْر , then the helping vowel ـِ must mark the فِ . The result is alf-i shukr, أَلْفِ شُكْر .

The helping vowel ـِ is used except before some pronoun suffixes where ـَ or ـُ are used. This lesson presents two other examples of helping vowels: مَا تِتْعِبْشِ نَفْسَكْ and قَبْلِ مَـا . (See item 5 on the next page.)

3. a. ED sometimes uses the active participle to express the idea of "having done something," for example, "I have drunk," "I have eaten," "You have seen." The action has taken place in the immediate past, and a word such as لِسَّه "just," is used.

Example: I have just drunk. • (أَنا) لِسَّه شَارِبْ

I have just eaten. • (أَنا) لِسَّه وَاكِـلْ

MSA uses only the perfect or past tense of the verb to express "having done something": شَربتُ / اكلتُ .

b. In the context of 3a, لِسَّه means "just" or "just now."

Example:

I have just had something to drink. • (أَنا) لِسَّه شَارِبْ

I have just eaten. • (أَنا) لِسَّه وَاكِـلْ

When used with negated verbs, لِسَّه means "(not) yet" or "still (has not)."

Example: I have not eaten yet. • (أَنا) لِسَّه ما اكَلْتِشْ

4. When the first person is used in a question, it means "Shall I ...?" or "Do you want me to ...?" Consequently, اعمِلْ لَكْ قهوَة literally means "Do I make you (some) coffee?" translated "Shall I make you (some) coffee?" or "Do you want me to make you (some) coffee?"

5. To negate verbs, use ما before and the suffix ش after the verb. Compare these two sentences.

Example: You trouble yourself. (literal translation) • تِتْعِبْ نَفْسَكْ

Do not trouble yourself. (literal translation) • ما تِتْعِبْشِ نَفْسَكْ

Don't bother.

MSA does not use the negative suffix ش. It uses لا rather than ما to mean "not."

Example: Don't bother. • لا تُتْعِبْ نَفْسَكَ

This same negative form of the verb is also used as the negative imperative. Consequently, ما تِتْعِبْشِ نَفْسَكْ means literally "You do not trouble yourself" or "Don't trouble yourself," depending on the context. In this lesson it means "Don't bother."

The word نفس alone also means "same."

Example:

I graduated from the same university. • اتخرجت من نفس الجامعة

6. The negative ما ... ش is used in the expression ما فيشْ meaning "There is (are) not...." or "There is (are) no..." The affirmative version is فيه meaning "There is (are) ...." Compare the examples.

Example: There is a need. • فِيه لُزوم.

There is no need. • مَا فِيشْ لُزومْ.

Note that in the negative form the h sound is silent and even in the affirmative the h sound is barely heard. To express "There is" and "There is not" MSA uses يُوجَد, "is found," and لا يُوجَد, "is not found," or هُناكَ, "there," and لَيْسَ هُناك, "is not there."

7. The word لازِمْ means "must" or "to have to" and does not change in accordance with the subject used with it. Usually it is followed by a verb, but in this frame (p. 82 ) it is used by itself. Its meaning is "(I) must" or "(I) have to," and the phrase "make coffee for you," اِعْمِلْ لَكْ قَهْوَة, is understood. This structure corresponds to MSA structures such as ... يَجِبُ أن and ... يَنْبَغي أن.

لازِمْ followed by a verb in the perfect tense indicates an assumption on the part of the speaker.

Example: He must have eaten. • لازِمْ اَكَلْ

He must have gotten tired. • لازِمْ تِعِبْ

When followed by a verb in the imperfect tense, لازِمْ adds intensity and emphasis to the action.

Example: You have (got) to eat. • لازِمْ تاكُلْ

You have (got) to sit (stay). • لازِمْ تُقْعُدْ

8. In the ED version of MSA words, ذ is pronounced d or z. If it is pronounced d it is written د (as in خُدْ, "to take"). If it is pronounced z it is written ذ (as in لَذيذ, "delicious").

9. كُنافَة is a popular Egyptian confection made of rolled wheat vermicelli and stuffed with nuts. Baked in melted butter, it is cooked to a crunchy texture and drenched with syrup.

10. The phrase كَتَّرْ خيرَكْ means "Thank you." The literal meaning is "May He (God) increase your bounty." It expresses more gratitude than متشكر or الف شكر. (For the pronunciation of خير, see Lesson 1, Explanatory Note 1, p. 5.)



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Please have (some) tea before it gets cold.

اتفضَّلْ شاي قَبْلِ ما يبرد •

اتفضَّل شاي

شاي

١ قبل ما

يبرد

اتفضّل شاي قبل ما يبرد •

Thank you. I've just had some.

الفِ شُكْر • لِسَّه شارِبْ •

٢ الف شكر

٣ لِسَّه شارِب

لِسَّه

شارب

الف شكر • لِسَّه شارب •

All right. Shall I make you coffee?

طَيِّبْ • اَعْمِلْ لَكْ قَهْوَة ؟

٤ اعمل لك ...؟

قهوة

طَيِّب • اعمل لك قهوة ؟

Don't bother. There's no need (to).

ما تِتْعِبْشِ نَفْسَكْ • ما فيشْ لُزومْ •

٥ ما تتعبشِ نفسك

ما تتعبش

نَفْسَكْ

٦ ما فيش لزوم

فيه

ما فيش

لزوم

ما تتعبش نفسك • ما فيش لزوم •

لَأْ لازِمْ • و خُدْ حِتّة الكُنافَة دي •

No, I must (make you some), and take this piece of konafa.

٧ لأ لازم

و خُد حِتّة الكنافة دي

٨ خُدْ — و خُدْ

٩ حتّة الكنافة دي

حتّة

حتّة كنافة

حتّة الكنافة دي

لأ لازم • و خد حتّة الكنافة دي •

طَيِّبْ • كَتَّر خِيرَكْ •

OK, thank you.

١٠ كتر خيرك

خيرك

طيّب • كتّر خيرك •

Two

Repeat after the model.

صَالِح : اَعمِلْ لُكُم قَهْوَة ؟

حَسَنْ وِصحابُه : لَأْ متشكرين ، اِحْنا لسّه شاربين قهوة •

صالح : طيِّب اتفضّلوا حِتّة كُنافَة •

حسن وصحابه : طيِّب ، كَتَّر خِيرَكْ •

Three
Repeat after the model.

حَسَن : لِسَّه ما عَمَلْتيشِ الكُنافَة يا سَميرَة ؟
سَميرَة : لَأْ لِسَّه •
حَسَن : طَيِّب ، فيه إيه آكْلُه ؟
سَميرَة : إنْتَ مِشْ لِسَّه واكِلْ ؟
حَسَنْ : لَأْ • ما اكَلْتِشْ •
سَميرَة : اَعْمِلْ لَكْ شاي ؟
حَسَن : لَأْ ، متشكِّر • ما تِتْعِبِيشْ نَفْسِكْ •

TRANSLATION - DRILL TWO

| | |
|---|---|
| Salih: | Shall I make you (some) coffee? |
| Hasan and his friends: | No thanks, we've just had (some) coffee. |
| Salih: | OK, (then) please have a piece of konafa. |
| Hasan and his friends: | OK, thank you. |

TRANSLATION - DRILL THREE

| | |
|---|---|
| Hasan: | Haven't you made the konafa yet, Samira? |
| Samira: | Not yet. |
| Hasan: | OK (then), what is there for me to eat? |
| Samira: | Haven't you just eaten? |
| Hasan: | No. I have not eaten. |
| Samira: | Shall I make you tea? |
| Hasan: | No, thanks. Don't bother. |

Four
Substitute the verbal nouns and قَبْل or بَعْد for the underlined verbs and قَبْلِ ما or بَعْدِ ما . Repeat each sentence.

Example:
(Teacher) شِرِبْ شَايْ قَبْلِ ما ياكُـلْ •
(Student) شِرِبْ شَايْ قَبْلِ الأكْـل •

| | |
|---|---|
| ١• تعب بعد ما كل الكنافة • | أكـل |
| ٢• خَدْتْ الكتاب قبل ما اكتب الدرس • | كتابـة |
| ٣• شربوا قهوة قبل ما ياكلوا • | الاكـل |
| ٤• كَتَبِتِ الدرس قبل ما تِشْرَبِ الشاي • | شرب |
| ٥• الامريكان شربوا قهوة بعدما كلـوا • | الاكـل |
| ٦• كتبنـا بعدما درسنا • | الدراسة |
| ٧• قَعَدْ بعد ما سَلِّم عليه | سلام |
| ٨• قعد بعدما قَـدِّم الدرس • | تقديـم |
| ٩• تِعْبِتْ قبل ما تِعْمِل الكُنافَـة • | عمـل |
| ١٠• شربوا الشاي بعدما عرّفتهُم على عيلتي • | تعريفهـم |

Five
Without changing the meaning, substitute بَعْدِ ما for قَبْلِ ما . Repeat each sentence.

Example:
(Teacher) كتب قبل ما يدرس •
(Student) درس بعدما كتب •

١• كَلْ الكنافة قبل ما يُقْعُدْ •
٢• خَدِ الكتاب قبل ما يشرب الشاي •
٣• حسن تعب قبل ما يعمل القهوة •
٤• شرب الشاي قبل ما ياكل •
٥• عمل قهوة قبل ما يكتب الدرس •
٦• قَدِّم التلميذ قبل ما يقدّم المُعَلِّمة •
٧• الشاي برد قبل ما يشربوه •
٨• سَلِّم علينا قبل ما يقدِّم نفسه •
٩• سعاد كتبت الدرس قبل ما تاخد الكتاب •
١٠• لازم كَـلْ قبل ما يِتْعَبْ •

Six
Repeat each sentence using the active participle and لِسَّه .

Example: صالِح شِرِب شَايْ • (Teacher)
صالِح لِسَّه شارِبْ شَايْ • (Student)

١• سَعْدِ الدين كَـلْ كُنافَة •
٢• صاحبي عمل شاي •
٣• الملازم شرب قهوة •
٤• صاحبي كتب الدرس •
٥• الطيار قعد مع الملازم •
٦• صحابي كَلُـوا وشِرْبوا •
٧• جَميلة سلّمِت على الطيار •
٨• ابراهيم وفريدة عَرَّفوني على عيلاتهم •
٩• المُدَرِّس قَدِّم الدَرْس لتَلامذتُه الامريكان •
١٠• لِندا وعيلتُها شَرَّفونا في البيت النهارده •

Seven
Negate the following sentences by using مش before the underlined words.

Example: لازم تكتب الدرس • (Teacher)
مش لازم تكتب الدرس • (Student)

١• الطيّارين دول امريكان •
٢• المعلّمة دي لبنانية •
٣• صاحبي لازم يدرس النهارده •
٤• أنا طيّـار •
٥• إنتَ كويِّس •
٦• المعلّم في المدرسة •
٧• الملازم هنا •
٨• الكتاب عند صالح •
٩• الطيّار مع صاحبـه •
١٠• دول صحاب لندا •

Eight
Substitute the second person imperfect-tense verb for the third person perfect. Repeat each sentence.

Example: لازِم كَتَبْ الدرس • (Teacher)
لازِم تِكْتِبْ الدرس • (Student)

١• لازم كَلْ كُنافَـة •
٢• لازِم شِرِبْ شاي •

٣• لازم قعد هناك •

٤• لازم عمل قهوة •

٥• لازم درس الدرس •

٦• لازم خـد الكتاب •

٧• لازم تعب نفسه •

٨• لازم قَدِّم صحابه لِلمدرس •

٩• لازم شَرَّفونا في البيت النهارده •

١٠• لازم عَرَّفتُه على عيلتْها •

Nine

Substitute the imperative for the imperfect. Repeat each sentence.

Example: لازم تِكْتِبْ الدرس • (Teacher)

m. sing. (Teacher)

اِكْتِبْ الدرس • (Student)

f. sing. ١• لازم تاكل كنافـة •

pl. ٢• لازم تشرب شاي •

pl. ٣• لازم تقعد هناك •

f. sing. ٤• لازم تعمل قهوة •

pl. ٥• لازم تقدّم صاحبك لاخواتي •

f. sing. ٦• لازم تتعب نفسك •

m. sing. ٧• لازم تاخد الكتاب •

f. sing. ٨• لازم تعرّفيه على اخوكِ •

pl. ٩• لازم تشرّفونا النهارده •

m. sing. ١٠• لازم تكتب الدرس بنَفْسَك •

Ten
Use the particle ما ... ش to negate the perfect-tense verbs.

Example:
(Teacher) كتب الدرس •
(Student) ما كتبش الدرس •

١• اخويا كل حتة الكنافة •
٢• النهارده شِرِبْت شاي مع عيلة سعاد •
٣• قعد على الكرسي المحجوز للملازم •
٤• عمل قهوة لصحاب اختـه اللبنانيين •
٥• خـدوا كنافـة للمدرِّسات الامريكان •

Eleven
Negate the imperative verbs by using the particle ما ... ش and the second person imperfect.

Example:
(Teacher) اِكْتِبْ الدرس •
(Student) ما تِكْتِبْش الدرس •

١• اتْعِبي نَفْسِكْ النهارده •
٢• كلي حتّة الكنافـة دي •
٣• اُقْعُدْ هِنا في المكان المحجوز ده •
٤• اشربوا الشاي بعد الأكـل •
٥• اكتبوا الدرس في البيت •
٦• عرِّفها على الملازم حسنين •
٧• خُـدْ صحابي للمدرسة •
٨• سلِّموا على اخوات جميلـة •
٩• اعملي لنا شاي وقهوة •
١٠• قَـدِّم المدرسات لتلامذتهم •

Twelve
Respond to the following sentences. Use لِسَّه and the active participle of the underlined verbs.

Example:
(Teacher) كَتَبْت الدرس يا سعيد ؟
(Student) لسه كاتبـه يا افندم •

١• تعال نسلّم على ابراهيم قبل ما ناكل •
٢• تعال اعرّفك على المدرّسة الامريكانية •
٣• أنا لِسّه عامل القهوة دي ، اتفضّل اشرب •
٤• سميرة لسه عاملة الكنافة دي ••• اتفضّل كل حتة •
٥• خدْتْ الدرس من جميلة بعد المدرسة ؟
٦• انتَ عملت الكنافة الباردة دي ؟
٧• صحابك كتبوا الدرس يا فريدة •
٨• تعالَ اقْعُدْ في المكان ده يا عباس •

Thirteen
Use the information in the left-hand column to conjugate the underlined verbs. Make any necessary changes.

Example: كتب الدرس قبل ما يشرب الشاي • (Teacher)
we (Teacher)
احنا كتبنا الدرس قبل ما نشرب الشاي • (Student)

| | |
|---|---|
| I | ١• لندا خَدِتْ حتّة كنافة من صاحبها اللبناني • |
| you, f. sing. | ٢• لازم تِعْمِلْ قهوة وتِشْرَبْها بعد ما تاكل • |
| we | ٣• المدرس شرب الشاي بعد ما برد • |
| you, m. sing. | ٤• الملازم عرّف الطيّار على المدرّس بعد ما قعد على الكرسي • |
| you, pl. | ٥• لازم اكْتِبْ الدرس النهارده • |
| you, f. sing. | ٦• ما فيش لزوم تتعبوا نفسكم وتعملوا شاي • |
| you, m. sing. | ٧• لازم آخُدْ الكنافة دي لمدرّستي الامريكانية • |
| you, pl. | ٨• كَتَّر خيرِكْ ، انتِ تَعَبْتِ نفسِك يا اختي • |
| I | ٩• مش لازم تدرسي النهارده يا جميلة • |
| you, pl. | ١٠• لازم تاكل الكنافة وتشرب الشاي قبل ما يبردوا • |

Fourteen
Provide negative answers to the following questions. Use مش or ش ... ما as appropriate.

Example: المكان ده محجوز ؟ (Teacher)
لأ ، المكان ده مش محجوز • (Student)

١• عَمَلْت قهوة لصاحبك الا مريكاني ؟
٢• فيه لزوم اكتب الدرس ده ؟
٣• المعلمة اللبنانية قاعدة هنا ؟
٤• لازم يقعدوا على الكراسي المحجوزة ؟
٥• الملازم ده صاحب اخـوك ؟
٦• قـدّمت المدرّسة الا مريكانية لتلامذتك ؟
٧• اختك حجزت مكان لصاحبتها المصريـة ؟
٨• لازم آخـد الطيّار عباس للجامعة ؟
٩• انت خدت الكتاب من اختي سعاد ؟
١٠• شربت شاي قبل الأكـل ؟

Fifteen
Substitute بعدما for قبل ما and قبل مـا for بعد مـا .
Make any necessary changes without changing the meaning.

Example:
• صحابي كلوا قبل ما يشربوا (Teacher)
• صحابي كلوا بعدما شربوا (Student)

١• محمد قعد على الكرسي المحجوز بعدما سلّـم علينا •
٢• ابراهيم عمل الشاي وشربه قبل ما ياكل الكنافة •
٣• تعالوا ناكل قبل ما نعرّفكم على عيلة لندا •
٤• سعاد كلت حتتين كنافة بعدما شربت القهوة •
٥• حسنين درس أوّل درس قبل ما ياكل •
٦• سعاد تِعْبِتْ بعدما عَمِلِت الكنافة •
٧• فريدة وسميرة قعدوا قبل ما يقدّموا صحابهم •
٨• عبّاس وسعد الدين خدوا الكنافة بعد ما كلوا •

# Communicative Exchanges

FRAME II

Muhammad wishes to repay his friend Hasan for his generous hospitality of the day before. He decides to invite Hasan to go with him to a restaurant for lunch.

مَحَمَّدْ : اِتْفَضَّلْ مَعايا عَلى الْغَدا •

حَسَنْ : بِالهَنَا وِالشِفَا •

مَحَمَّدْ : وَاللّهِ لَانْتَ جاي معايا .

حَسَنْ : ما اقْدَرْشِ النَهاردَه • عَنْدي ضيُوف •

مَحَمَّدْ : طَيِّب اِعْمِل حِسَابَك نِتْعَشى معايا بُكْرَة •

حَسَنْ : إِنْ عِشْنا ، إِنْ شَاءَ اللّه •



**TRANSLATION**

Muhammad: (Please) come and have lunch with me.

Hasan: (No thanks, but) have a nice lunch.

Muhammad: By God, you (must) come with me.

Hasan: I can't today. I have guests.

Muhammad: OK, plan to have dinner with me tomorrow.

Hasan: If we're alive, God willing.

## EXPLANATORY NOTES

1. In ED the فتحة ـَ that marks the ع in the preposition مَعَ is lengthened to an ا whenever a pronoun suffix is added. "With me" is مَعايا, "with you" is معاكْ (f., معاكِ), "with us" is معانا and so on.

2. Frequently MSA words end with a hamza sound but the same sound is silent in ED. Thus the MSA word غداء becomes غدا in ED. (The final vowel is pronounced with a short sound.)

3. بالهَنا والشِفا, translated "(No thanks, but) have a nice lunch," literally means "with good health and satisfaction." It is a polite refusal to share a meal and an expressed wish that the other person's lunch bring him "good health and satisfaction." بالهنا والشفا is also used to respond to a compliment on food.

4. لَ before انت (in لَانْتَ) is a particle that expresses insistence on the part of the speaker. Usually it is used after an oath such as وَاللّه.

Example:

By God, you are coming with me. • واللّه لَانْتَ جاي معايا

By God, you must come with me.

5. a. Unlike most ED verbs, the present tense of "to come" always has a long vowel at the beginning of the stem. Some examples of how the verb works with different pronoun subjects are shown.

| | | |
|---|---|---|
| Example: | I come. | آجـي |
| | You come. m. or f. sing. | تِيجِـي |
| | He comes. | بِيجـي |
| | We come. | نِيجـي |

In MSA, the present tense "to come" is either يَجِيءُ or يَأتـي.

b. جَايْ, "coming," is the active participle derived from the verb بِيجِـي - جَهْ . The alif in جاي is pronounced with a short vowel. The ending of جاي depends on its subject.

| | | | |
|---|---|---|---|
| Example: | I am coming. | m. sing. | أَنا جَاي |
| | I am coming. | f. sing. | أَنا جَايّة |
| | You are coming. | m. sing. | إِنْتَ جاي |
| | He is coming. | | هُوَّ جاي |
| | You are coming. | f. sing. | إِنْتِ جايّة |
| | She is coming. | | هِي جايّة |
| | We are coming. | pl. | إِحْنا جايين |
| | You are coming. | | إِنْتو جايين |
| | They are coming. | | هُمَّ جايين |

6. Quite often the hamza sound of a first person singular present-tense verb is silent when preceded by ما . This is true of the phrase مَا اقْدَرْش, "I can't." (The alif in maa [ما] is pronounced as a short vowel.)

7. The preposition عِنْد is pronounced عَنْد in ED. "I have" in MSA is عِنْدي and in the dialect it is عَنْدي .

8. إِعْمِلْ حِسابَكْ means "Plan to," "Keep (it) in mind," "Make sure" and "Don't forget." Literally it means "Make your calculation" or "Do your accounting."



## DRILLS



One
To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

(Please) come and have lunch with me.

اِتْفَضَّلْ معايا عَلى الْغَدَا •

١ اتفضّل معايا
معايا ، معاكْ ، معاكِ ، معاهُم

٢ على الغدا
غدا ، الغدا

(No thanks, but) have a nice lunch.

بِالهَنَا والشِفَا •

٣ بالهنا
والشفا

By God, you (must) come with me.

وَاللّه لَانْتَ جاي معايا •

٤ واللّه لَانْتَ ، واللّه لَانْتِ جايَّة
واللّه لَانْتُم جايين

٥ جاي ، جايَّة ، جايين

I can't today. I have guests.

ما اقْدَرْشِ النَهاردَه • عَنِدي ضيوف

٦ ما اقدرش النهارده
اقدر ، ما اقدرش

٧ عَندي ضيوف
عَندي ، عَنْدَك ، عَنْدِنا ، عَنْدُهُم
ضيوف ، ضِيف

OK, plan to have dinner with me tomorrow.

طَيِّبْ اِعْمِلْ حِسَابَك تِتْعَشى معَايا بُكْرة •

٨ اعمل حسابك
بكرة
تِتْعشى ، اتعشى
معايا

If we're alive, God willing.

إِنْ عِشنا إِنْ شَاء اللّه •
إن عشنا
إن شاء اللّه

Two

Repeat after the model.

Su'ad invites her friend Samira for dinner.

سعاد : اتفضّلي معايا على العشا يا سميرة •

سميرة : الف شكر •

سعاد : واللّه لانتِ جايَّة •

سميرة : ما اقدرش النهارده عَندي ضيوف — بُكرة إن عشنا •

سعاد : طَيِّب اعملي حسابِك بكرة إن شاء اللّه •

Three

Repeat after the model.

Hasan invites his friends for lunch.

حسن : اتفضّلوا معايا على الغدا •

صحابه : بالهنا والشفا ، متشكّرين •

حسن : واللّه لَا نتو جايين معايا •

صحابه : ما نقدرش احنا لِسَّه واكلين •

حسن : طَيِّب اعملوا حسابكم تِتْغدوا معايا بكرة •

صحابه : إن شاء اللّه إن عشنا •

Four

Repeat after the model.

Muhammad invites Salih to break the fast during the month of Ramadan.

محمد : اتفضَّل عندي على الفِطار ياصالح •

صالح : كَتَّر خِيرَك ما اقدرش النهارده •

محمد : واللّه لَانْتَ جاي •

صالح : ما اقدرش عندي ضيوف •

محمد : طَيِّب اعمِل حسابك تفطر معايا بكرة •

صالح : إن شاء اللّه •

TRANSLATION - DRILL TWO

Su'ad: (Please) come and have dinner with me, Samira.

Samira: Thank you.

Su'ad: By God, you (must) come.

Samira: I can't. I have guests today. (I'll come) tomorrow, if we're alive.

Su'ad: OK, then plan on tomorrow, God willing.

TRANSLATION - DRILL THREE

Hasan: (Please) join me for lunch.

His friends: Have a nice lunch. Thank you.

Hasan: By God, you (must) come with me.

His friends: We can't. We have just eaten.

Hasan: OK, plan on eating lunch with me tomorrow.

His friends: God willing, if we are alive.

TRANSLATION - DRILL FOUR

Muhammad: Please come to my place to break the fast, Salih.

Salih: Thank you. I can't today.

Muhammad: By God, you (must) come.

Salih: I can't, I have guests.

Muhammad: OK, make sure to break the fast with me tomorrow.

Salih: God willing.

Five
Follow the pattern established by the example.
Make any necessary changes.

Example: (Teacher) اتفضّا معايا على الغدا •
(Teacher) اتفضّلي
(Student) اتفضّلي معايا على الغدا •

١• _____ الفطار •
٢• اتفضّلوا _____ •
٣• _____ عَندي _____ •
٤• _____ العشا •
٥• اتفضّل _____ •
٦• _____ معايا _____ •
٧• اتفضّلوا _____ •
٨• _____ معانا _____•
٩• _____ الفطار •
١٠• _____ عندنا _____ •

Six
Add the imperfect-tense verb يقدر to the beginning of each sentence. Repeat the sentence.

Example: (Teacher) آخـد الكتاب •
(Student) اقدر آخـد الكتاب •

١• اكتبي الدرس قبل ما آجي عندِك •
٢• تشرب شاي مع الفطار •
٣• آكل كنافة بعد الغدا •
٤• افطروا مع اخوات سميرة بكرة •
٥• تيجي انتَ والطيّارين الامريكان على العشا النهارده •
٦• يتعشى عندك النهارده •
٧• اَعْمِل لك قهوة بعد الاكـل •
٨• تتغدى مع صحابها بكرة •
٩• تاخد الضيوف معاك على البيت •
١٠• آجي عند حضرتك الساعة سبعة •

Seven
Use ما ... ش to negate the underlined verb in each of the following sentences.

Example: (Teacher) اَقْـدَرْ ادرس النهارده •
(Student) مَا اقْدَرْش ادرس النهارده •

١• اكتب الدرس النهارده •
٢• اقدر اعمل قهوة في المكتب •
٣• تيجي عندي بكرة •
٤• اعرّفك على عيلتي النهارده •
٥• يفطروا مع الملازمين بكرة •
٦• آكل كنافة بعد العشا •
٧• تقعد مع الضيوف بعد الساعة سبعة •
٨• اشرب شاي مع الفطار •
٩• ييجوا المدرسة مع عيلاتهم •
١٠• تتعب الضيوف معاك •

Eight
Negate the imperative verbs by using ما ... ش and the second person imperfect tense.

Example:
(Teacher) اِشْرَبْ الشاي ده •
(Teacher) تشرب
(Student) ما تشربش الشاي ده •

١• اِكْتِب الدرس • تكتب
٢• اِعْمِلْ حسابك تيجي عندي • تعمل
٣• اُقْعُدْ على الكرسي ده • تقعد
٤• اِفْطَر معايا بكرة • تفطر
٥• اِتْعَشى عنده النهارده • تتعشى
٦• كُلْ حتّة الكنافة دي • تاكل
٧• خُدْ الكتاب ده • تاخد
٨• تعالَ معاه بكرة • تيجي
٩• عَرِّفها على عيلتك • تعرّف
١٠• سَلِّم على الطيّاريين الامريكان • تسلِّم

Nine
Follow the pattern established by the example. Make any necessary changes.

Example:
(Teacher) اتفضّل عندي على الفطار •
(Teacher) f.
(Student) اتفضّلي عندي على الفطار •

١. اتفضّل حتة الكنافة دي مع الشاي . f.
٢. اتفضّل معايا على العشا عندي في البيت . pl.
٣. اعمل حسابك لازم تيجي عندي بكـرة . pl.
٤. كَـثَّر خِيرَك يا حضرة المـلازم . pl.
٥. واللّـه لا نت جاي معايا اعرّفك عليـه . f.
٦. إِنْ عِشْت إن شاء اللّه ، آجي عندكم بكـرة . pl.
٧. اتفضّل اِشْرَب الشاي قبل ما يبرد . pl.
٨. شَرَّفني على الغدا بعد ما تيجـي من المـكتب . pl.
٩. تعالوا مع ضيوفكم عندي بعد الساعة سبعة . f.
١٠. تقدر تكتب الدرس في المدرسة . pl.

Ten
Use .. وَاللّه لَ to add emphasis to the sentences below. Make any necessary changes.

Example: اِعمل حسابك تفطر معانا بكرة . (Teacher)
وَاللّه لَانْتَ عامِل حسابك تفطر معانا بكرة . (Student)

١. خُـذْ الكتاب ده معاك على البيت يا سمير .
٢. اعملي حسابك تتغدي معايا بكـرة يا سعاد .
٣. اِشْرَب القهوة قبل ما تكتب الدرس .
٤. اُقْعُد على الكرسي المحجوز لك يا حضرة الملازم .
٥. اِكْتِب الدرس بنَفْسَك يا عباس .
٦. عَرِّفْـني على سميرة قبل ما تاخـدها الجامعة .
٧. سَلِّمي على عيلتك يا فريـدة .
٨. تَعالوا كُلـوا معانا بكرة عَند اخواتـي .
٩. لازم تيجـي تِتْعشي معايا بعد المدرسة يا لندا .
١٠. اعملوا حسابكم تفطروا عَندنا في البيت بكرة .

Eleven
Change the underlined verbs from the perfect to the imperfect tense.

Example: • اِنْتَ لازم كَلْت حتّة من الكنافة دي (Teacher)
• اِنْتَ لازم تاكُل حتّة من الكنافة دي (Student)

١• المدّرس لازم قـدّم التلميذة للمدّرسين صحابـه •
٢• لازم القهوة بِرِدِتْ قبل ما يشربها •
٣• لازم عَمَلْ حسابه بيجـي يتغدى معانا •
٤• التلامـذة لازم كتبوا الدرس بعدما فطـروا •
٥• قـدِرْت تتعشى في البيت مع الضيوف ؟
٦• احنا ماقدرناش نعمل قهوة كوبّسة هنا •
٧• لازم جَـه المكتب الساعة سبعة •

Twelve
Change the singular forms to the plural.

Example: • ما اقدرش اشرب شاي في المكتب (Teacher)
• ما نقدرش نشرب شاي في المكاتب (Student)

١• الضيف جـه يتغدى عندي النهارده •
٢• ما يقدرش يكتب الدرس بنفسه •
٣• أنا جاي اتعشى عندك بكرة الساعة سبعة ان شاء الله •
٤• واللّه لَانْتِ واخـدة كنافـة مع الشاي •
٥• لازم تيجـي تقدّم الضيف للتلميذ بنفسك •
٦• واللّه لَانْتَ قاعِـد في مكان الطيّار الامريكاني ده •
٧• ما تتعبيش نَفْسِك ، أنا اتغديت عند اخويا النهارده •
٨• ما قدرتش اشرب القهوة قبل ما تبـرد •
٩• الضيف اتعشى في بيت صاحبي •
١٠• اعمل حسابك تيجـي عندي الساعة سبعة ان عشنا •

Thirteen

Make up a question for each of the following answers.

Example:

(Teacher) فِطِـرْت كنافـة وقهوة •

(Student) فِطِـرت اِيه النهارده ؟

١• صِحّتي كويّسة والحمد لله •

٢• أيوه ، لازم تاخـد الكتاب معاك •

٣• شِرِبْت شاي بعد الأكـــل •

٤• لأ ، صاحبتي دي لبنانية مش امريكانية •

٥• لأ ، مافيش لزوم ، أنا لِسَّه شارب •

٦• أيوه ، اختي واخويا جايين معايا على العشا •

٧• عيلة صاحبي كويّسة والحمد لله •

٨• ده اسمه حسن عبّاس ودي اسمها سعاد محمد •

٩• لأ ، أنا مـلازم طيّار •





What Do You Say?

1. You notice that your friend is not drinking the tea which you have offered him. Tell him, "Please drink the tea before it gets cold."

2. Your friend asks you "Shall I make you some coffee?" Tell him not to bother.

3. Your friend insists on offering you something to eat, but you have just eaten. What do you say to answer him politely?

4. Your friend insists on inviting you for dinner, but you are unable to accept his invitation today. What do you say?

5. Your friend promised you that he would have lunch with you tomorrow and you want to remind him. What do you say?

6. Your friend invites you to lunch tomorrow. What do you say to accept his invitation?

Role Playing

Situation 1. Hasan has come to your apartment unexpectedly. Offer him some coffee.

Hasan says that he has just had something to drink. Offer him a piece of konafa.

Situation 2. Muhammad is eating the konafa and sees you nearby. Muhammad generously offers you some konafa. Wish him good health and satisfaction.

Muhammad keeps insisting that you have a piece. You can't because you've just eaten. Muhammad then offers you tea. Tell him not to bother.

Situation 3. Your sister takes care of your house and looks after your son Steve while you are at work. Every evening you talk to her about the day's events.

Ask your sister:

About Steve.

Whether he had his breakfast.

Whether he had his lunch.

Whether he had his dinner.

Whether he caused any trouble.

Whether the guests came.

Finally, ask her to come to your home tomorrow before 7 o'clock.

Situation 4. With a classmate make up a dialogue with at least five exchanges. Follow the pattern of any of the preceding situations. Tell the instructor what topic you have chosen.

Interpretation Practice

Act as an interpreter in the following situations.

| English speaker | Interpreter | Arabic speaker |
|---|---|---|
| Situation 1. | ↵ ↳ | |
| | | اتفضّل معايا على الغدا • |
| No thank you, have a nice lunch. | | |
| | | طيّب اتفضّل الشاي قبل ما يبرد • |
| Thank you, I have just had something to drink. | | |
| Situation 2. | ↵ ↳ | |
| | | اعمل لكم قهوة ؟ |
| Don't trouble yourself. | | |
| | | انتو لازم تتغدوا معايا النهارده • |
| Thank you, today we can't. | | |
| | | طَيّب خدوا حِتّة الكنافة دي • |
| OK. Thank you. | | |

Situation 3.

تاخد ايه بعد الغدا ؟

Don't bother.

لا وَاللّه لازم •

OK, I'll take tea.

تيجـي معايا عند حسن بعدما تشرب الشاي ؟

No, I can't. I have guests today.

ده حسن عمل لنا كنافة •

No, thanks, I can't.

طَيِّب ، أنا جاي معاك اسلِّم على ضيوفك •

Welcome. Please do.

## Translation Practice

Translate the following 10 sentences orally into English.

١• الضيوف المصريين اتغدوا معانا النهارده •

٢• اعمل حسابك انتَ وصحابَك تيجـوا تتغدوا عندنا بكـرة •

٣• ما تعمليش شاي ياسميرة ، احنا لسّه شاربين قبل ما نيجـي •

٤• سعاد صحّتها مش كويّسة وما قدرتش تيجـي المكتب النهارده •

٥• ما فيش لزوم تيجـوا المدرسة بكرة الساعة سبعة •

٦• دي فرصة كويّسة نتعشى فيها مع الملازمين الامريكان •

٧• صحاب سعاد كلوا سبع حتت كنافة وشربوا قهوة وشاي •

٨• اتفضّلوا انتو كلوا بالهنا والشفا ، احنا لسّه متعشيين •

٩• التلامـذة لازم ياخدوا الكتب معاهم للمدرسة •

١٠• كَتَّر خِيرْكُم ، انتو تَعَبْتو نفسكم معانا •

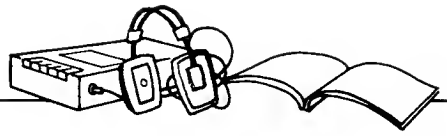
Dictation Practice

Close your book and write the following 10 sentences in SATTS.

١. طَيِّب خُدوا حتة الكنافة دي مع القهوة .
٢. اِحنا لسّه شاربين شاي قبل ما نيجي .
٣. واللّه لَانْتو جايين عَنْدي بكرة .
٤. مافيش لزوم تِتْعِبوا نفسكم .
٥. الاكل بِرِدْ قبل الضيوف ما ييجوا .
٦. اعملوا حسابكم ، العشا النهارده الساعة سبعة .
٧. الملازمين قعدوا معانا ساعة بعد العشا .
٨. لازم تيجوا تاكلوا عندنا النهارده .
٩. اتفضّلي اِنْتِ كُلي بالهنا والشفا .
١٠. تيجوا عَنْدِنا بكرة إن عشنا إن شاء اللّه .



## HOMEWORK



Exercise One
Use SATTS to write the 10 recorded sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Two
Translate the 10 recorded sentences into written English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Three
Listen to the recorded conversation, then answer the questions based on it.

1. Which meal did Muhammad invite Hasan to?
2. Did Hasan accept the invitation to eat with Muhammad?
3. What was Hasan's response?
4. Did Muhammad offer an alternative? If yes, what was it?
5. What is the name of Hasan's guest?
6. What was Muhammad's reaction to Hasan's guest?

Exercise Four
You will hear 10 sentences, each followed by three responses. Circle the letter which corresponds to the best response.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | a | b | c | 6. | a | b | c |
| 2. | a | b | c | 7. | a | b | c |
| 3. | a | b | c | 8. | a | b | c |
| 4. | a | b | c | 9. | a | b | c |
| 5. | a | b | c | 10. | a | b | c |

## SUMMARY



1. قَبْلِ مَـا , "before," and بَعْدِ مـا , "after," are used before verbs. Often the phrase قبل ما is followed by an imperfect-tense verb, whereas بعد مـا can be followed by either the imperfect or perfect.

2. In ED no more than two consonants occur together. The helping vowel ـِـ is used to mark the last consonant of a word ending in two consonants before another word beginning with a consonant. Sometimes the helping vowels ـَـ and ـُـ are used before certain pronoun suffixes.

3. Active participles used with لِسَّه, "just," "just now," can express the idea of "having done something."

4. In a question, the first person verb form can mean "Shall I ...?" or "Do you want me to ...?"

5. ما ... ش , "not" is used to negate verbs.

6. فيـه means "There is"; ما فيش means "There isn't" or "There is no ...."

7. When used with verbs, لازِم , "must" or "to have to," does not change form.

8. Depending on its use, the MSA ذ is equivalent to the ED د (d) or ز (z). It is written ذ .

9. كَتَّرخيرَك means "Thank you," and is more intense than متشكر or الف شكـر .

10. When suffixes are added to مع it becomes معا .

11. Unlike MSA, ED has no words with the hamza sound at the end.

12. بالهنا والشفا , literally "With good health and satisfaction," is a polite way of refusing an invitation to share a meal.

13. لَ , a particle, is usually used after an oath. Attached to a pronoun, it adds emphasis to any statement.

14. For the conjugation of the ED verb "to come," see the Reference Grammar, p. 118.

15. The hamza sound in a first person singular imperfect-tense verb is often silent when preceded by ما , "not" (as in ما اقـدَرش).

# REFERENCE GRAMMAR

## VERBS

1. Measure I sound verb, شِـرِب , to drink

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هُوَّ | شِرِبْ | يِشْرَبْ | |
| she | هِيَّ | شِرْبِتْ | تِشْرَبْ | |
| they | هُمَّ | شِرْبوا | يِشْرَبوا | |
| you, m. | إنتَ | شِرِبْتْ | تِشْرَبْ | إِشْرَبْ |
| you, f. | إنتِ | شِرِبْتِ | تِشْرَبي | إِشْرَبي |
| you, pl. | إنتو | شِرِبْتو | تِشْرَبوا | إِشْرَبوا |
| I | أنا | شِرِبْتْ | أَشْرَبْ | |
| we | إحنا | شِرِبْنا | نِشْرَبْ | |

Verbal noun, شُرْب

Active participle, شارِبْ

2. Measure I sound verb, تِـعِب, to be tired

Same as the verb شِرِب above.

Verbal noun, تَعَبْ

Active participle, تَعْبان

3. Measure I verb, فِطِـرْ , to eat breakfast

Same as the verb شِرِب above.

Verbal noun, فِطار

Active participle, فاطِـر

4. Measure I verb, قِـدِرْ*, to be able to

Same as the verb شِرِبْ above.

Verbal noun, قُدْرَة

Active participle, قـادِرْ

* The sound ق is pronounced أ .

5. Measure I verb, بِرِدْ , to become cold

Same as the verb شِرِبْ above.

Verbal noun, بُرودة

Active participle, بَرْدان

6. Measure I sound verb, كَتَـب , to write

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هُوّ | كَتَبْ | يِكْتِبْ | |
| she | هِيّ | كَتَبِتْ | تِكْتِبْ | |
| they | هُمّ | كَتَبوا | يِكْتِبوا | |
| you, m. | إنتَ | كَتَبْتْ | تِكْتِبْ | إِكْتِبْ |
| you, f. | إنتِ | كَتَبْتِ | تِكْتِبي | إِكْتِبي |
| you, pl. | إنْتُو | كَتَبْتُو | تِكْتِبوا | إِكْتِبوا |
| I | أنا | كَتَبْتْ | أَكْتِبْ | |
| we | إحْنا | كَتَبْنا | نِكْتِبْ | |

Verbal noun, كِتابَـة

Active participle, كاتِبْ

7. Measure I verb, عَمَلْ , to work, to do

Same as the verb كَتَبْ above.

Verbal noun, عَمَـلْ

Active participle, عامِـلْ

8. Measure I verb, دَرَسْ , to study

Same as the verb كَتَبْ above.

Verbal noun, دِراسَة

Active participle, دارِسْ

9. Measure I verb, خَـذْ ( أ )*, to take (hamzated verb)

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هُوَّ | (ا) خَذْ | ياخُذْ | |
| she | هِيَّ | (ا) خِدِتْ | تاخُذْ | |
| they | هُمَّ | (ا) خَذُوا | ياخْذُوا | |
| you, m. | اِنْتَ | (ا)* خَذْت | تاخُذْ | خُذْ |
| you, f. | اِنْتِ | (ا)* خَذْتِ | تاخْذِي | خُذِي |
| you, pl. | اِنْتو | (ا)* خَذْتو | تاخْذوا | خُذُوا |
| I | أنا | (ا)* خَذْتْ | آخُذْ | |
| we | اِحْنا | (ا)* خَذْنا | ناخُذْ | |

Verbal noun, اخْـذ

Active participle, واخِـذْ

*Usually the initial ( ا ) sound is not pronounced.

10. Measure I verb, كَـلْ ( أ )*, to eat

Same as the verb خذ above.

Verbal noun, أَكْـل

Active participle, وَاكِـلْ

*Usually the initial ( أ ) sound is not pronounced.

11. Measure V verb, اِتْغَدَّى , to eat lunch

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هُوّ | اِتْغَدَّى | يِتْغَدَّى | |
| she | هِيّ | اِتْغَدِّت | تِتْغَدَّى | |
| they | هُمّ | اِتْغَدُّوا | يِتْغَدُّوا | |
| you, m. | اِنتَ | اِتْغَدِّيتْ | تِتْغَدَّى | اِتْغَدَّى |
| you, f. | اِنتِ | اِتْغَدِّيتِ | تِتْغَدِّي | اِتْغَدِّي |
| you, pl. | اِنْتو | اتْغَدِّيتو | تِتْغَدُّوا | اِتْغَدُّوا |

| | | | |
|---|---|---|---|
| I | أنا | إتْغَدِّيتْ * | أتْغَدَّى |
| we | إحْنا | إتْغَدِّينا | نتْغَدَّى |

Verbal noun, غـدا

Active participle, مِتْغَدّي

12. Measure V verb, اتْعَشَّى , to eat dinner

Same as the verb اتغدّى above.

Verbal noun, عَشا

Active participle, مِتْعَشّي

13. Irregular verb, جَـهْ , to come

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هُوَّ | جَه | ييجي | |
| she | هِيَّ | جَتْ | تيجي | |
| they | هُمَّ | جُم | ييجوا | |
| you, m. | إنتَ | جِيتْ * | تيجي | تَعالَ |
| you, f. | إنتِ | جِيتي | تيجي | تَعالي |
| you, pl. | إنْتو | جِيتو | تيجُوا | تَعالوا |
| I | أنا | جِيتْ * | آجي | |
| we | إحْنا | جِينا | نيجي | |

Verbal noun, مَجي

Active participle, جاي

---

* Note that the voweling of the verbs اتغدّى , اتعشّى and جه in the perfect tense changes from long to short when they are used with pronouns I and you, masculine, and are negated with ما ... ش .

Example:

| | |
|---|---|
| أنا اتغديت • | أنا ما اتغدتش • |
| إنت اتعشيت • | إنت ما اتعشتش • |
| إنت جيت • | إنت ما جتش • |

## PREPOSITIONS + PRONOUN SUFFIXES

1. مَعَ + pronoun suffix

| | | | | | |
|---|---|---|---|---|---|
| with me | مُعايا | with him | مَعاه | with you, m. | مَعاكْ |
| with us | مُعانا | with her | مَعاها | with you, f. | مَعاكِ |
| | | with them | مَعاهُم | with you, pl. | مَعاكو |

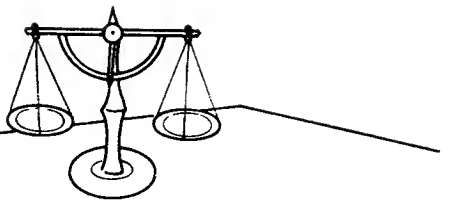
2. عِنْد + pronoun suffix

| | | | |
|---|---|---|---|
| I have | or | at my place | عَنْدي |
| we have | | at our place | عَنْدِنا |
| he has | | at his place | عَنْدُه |
| she has | | at her place | عَنْدَها |
| they have, | | at their place | عَنْدُهُم |
| you have, m. | | at your place, m. | عَنْدَكْ |
| you have, f. | | at your place, f. | عَنْدِكْ |
| you have, pl. | | at your place, pl. | عَنْدُكو |

3. لـ + pronoun suffix

| | | |
|---|---|---|
| to me | | لِيَّ |
| to us | لينا | لنا or |
| to him | ليه | له |
| to her | ليها | لها |
| to them | ليهم ، لُهُم | لِهُم |
| to you, m. | ليك | لَك |
| to you, f. | ليك | لِك |
| to you, pl. | ليكو ، لُكُم | لِكو |

## EVALUATION



Part A. You will hear five Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

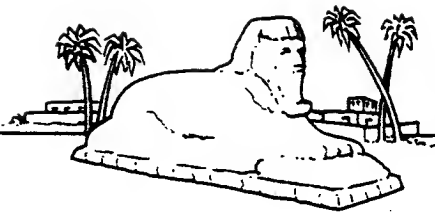
Part B. Translate the five recorded sentences into English.

Part C. Use SATTS to write the five recorded sentences.

Part D. Listen to the recorded Arabic conversation, then answer the questions based on it.

1. Who extended the invitation for dinner?
2. What time is dinner?
3. Who prepared the meal?
4. What nationality are Sa'd's guests?
5. Did Sa'd accept the invitation on his guests' behalves?

## ENRICHMENT



A. If you are invited for lunch or dinner at the home (place) of an Egyptian friend, most likely he will insist that you have second or even third helpings. It is important that you learn the expression ما اقدّرش أنا شبعت ، متشكر , which means, "I can't, I've had enough, thanks," or " I can't, I'm full, thanks."

The verb شبع , which means "to be full, satisfied, satiated," is conjugated below.

Example:

أنا شِبعْت — إحْنا شِبعْنا هم شِبْعوا

هُوّ شِبِع — هِيّ شِبْعِتْ

B. Another way of saying "I am full" is to use the verb كَـلْ , "to eat." ما اقدرش أنا كلت كتير ، متشكر means "I can't, I've eaten a lot, thanks." كِتير is ED for the MSA كثير .

C. To compliment an Egyptian lady on her cooking or anyone else who serves you food and drink: "May your hand be safe and sound," تِسْلَم ايدِك (f.), تِسْلَم ايدَك (m.).

إيد, 'iid, is ED for the MSA word يَدْ , meaning "hand."

D. Egyptians will ask you how you like your (Turkish) coffee. (Turkish coffee is always served without cream.)

Example: plain coffee (without sugar, black) قَهْوَة سادَة

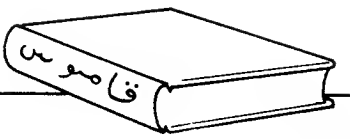
coffee with sugar قهوة بسُكَّـرْ

coffee with very little sugar قهوة عَلَى الريحَـة

E. قهوة also refers to a coffee shop or a cafe.

Example: He is (sitting) at the coffee shop. • قاعِدْ عَلَى القَهْوَة

## VOCABULARY




| ENGLISH | ED | MSA |
|---|---|---|
| able (to be), can | | قِـدِر |
| after | بَعْد ما | بَعْـد |
| at, with, have | | عَنْـد |
| before | قَبْل مَـا | |
| book(s) | | كِتاب ــ كُتُب (ج) |
| breakfast | فِطَار | |
| by God | | وَاللّه |
| coffee | | قَهْوَة |
| cold (to be, to get) | | بِرِد |
| come (to) | جَهْ | |
| do, make (something) (to) | | عَمَل |
| drink (to) | | شِرِب |
| eat (to) | كَلْ | |
| eat breakfast (to) | فِطِـــر | |
| eat dinner (to) | اِتْعَشَّى | |
| eat lunch (to) | اِتْغَدَّى | |
| God willing | | إِنْ شَاءَ اللّه |
| guest(s) | | ضِيف ــ ضُيُوف (ج) |
| Have a nice meal. | بِالهَنا وِالشِفا | |
| house(s), home(s) | | بِيتْ ــ بُيُوت (ج) |
| if | إِنْ | |
| If we're alive (still living). | إِن عِشْنا | |
| just now, not yet, still | لِسّه | |
| konafa | كُنافَة | |
| lesson(s) | | دَرْس ــ دُروس (ج) |

| ENGLISH | ED | MSA |
|---|---|---|
| lunch | غَـدَا | |
| must; have to | | لازِم |
| need | | لُزوم |
| negative particle | ما ••• ش | |
| o'clock | | السَاعَة |
| office(s) | | مَكْتَب ــ مَكاتِب (ج) |
| piece of (something) | حِتَّة ــ حِتَتْ (ج) | |
| plan on, Keep it in mind. | اِعْمِلْ حِسابَك | |
| same; self, selves | | نَفْس ــ انفس (ج) |
| seven | | سَبْعَة |
| study (to) | | دَرَس |
| supper, dinner | عَشَا | |
| take (to) | خَدْ | |
| tea | | شَايْ |
| thank you | كَتَّر خِيرَك | |
| thanks, many | اَلْف شُكْر | |
| there | | هِناك |
| there is (are), in it | فِيه | |
| tired (to be, to get) | | تِعِبْ |
| tomorrow | بُكْرَة | |
| with | | مَع |
| write (to) | | كَتَب |
| you, m. and f. | | أنْتَ ــ أنْتِ |
| you, pl. | انْتو | |

# LESSON 4

# A VISIT TO AN OFFICE

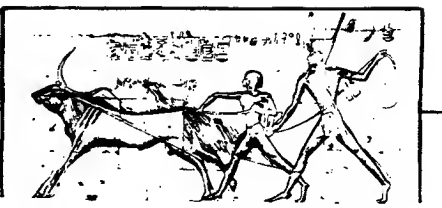


## Objectives

Upon completion of this lesson, you will be able to:

- Visit an office and ask to see someone .
- Deal with situations in which you are asked to wait to see someone.

## GRAMMATICAL FEATURES



| | | |
|---|---|---|
| 1. | Pronunciation of ق in | قرآن and القاهرة |
| 2. | Pronunciation of ظ in | منتظر |
| 3. | Auxiliary words | verb +عاوز and verb + ممكن |
| 4. | Independent personal pronouns | أنا، إنت، إحنا، إنتُو، هُوَّ، هِيَّ، هُمَّ |
| 5. | Measure I verbs | سمح and شغل |
| | Measure I hollow verb | عاز |
| | Measure II verb | بلّغ |
| | Measure III verbs | سافر and قابل |
| | Measure VIII verb | انتظر |
| | Measure X verb | استريّح |

# Communicative Exchanges

FRAME I 

Captain Gamil Abd ir-Rahman has just been transferred to a new assignment. He is called to the office of his commanding officer, Colonel Abd il-Aziz it-Tantawi.

النَّقيب : مُمْكِنْ أُقابِلْ السيِّد القائِد ؟

السِّكِرْتِير: طَبْعًا بِكُلّ سُرور — مِينْ حَضْرَتَكْ ؟

النَّقيب : أنا النَّقيب جَميل عَبْد الرَّحْمن •

السِّكِرْتِير: إِتْشَرَّفْنا يا افَنْدِمْ — إِتْفَضَّلْ سِيادة القائِد مِنْتِظْرَكْ •

النَّقيب : أَلْف شُكْر •



**TRANSLATION**

| | |
|---|---|
| Captain: | May I see the commander? |
| Secretary: | Of course, by all means (with pleasure). Who shall I say is calling? |
| Captain: | I am Captain Gamil Abd ir-Rahman. |
| Secretary: | I am honored, sir. Please go in. The commander is waiting for you. |
| Captain: | Thank you (a thousand thanks). |

## EXPLANATORY NOTES

1. ممكن literally means "is possible." In colloquial Arabic it is followed by a verb and means "can" or "may." Often it is used in a question with a first person verb.

Example:

May (can) I see the commander? ممكن اقابل السيد القائد ؟

ممكن always has the same form, whether the following verb is first, second or third person masculine, feminine or plural.

Example:

May he see the commander? ممكن يقابل السيد القائد ؟

When used to address a second person, ممكن means "Would you?"

Example:

Would you take this book with you? ممكن تاخد الكتاب ده معاك ؟

2. In both القائد and النقيب the letter ق is pronounced as it is in MSA.

When used in the dialect, official or learned vocabulary from MSA is given MSA pronunciation. (This is also true of القران and القاهرة .) In frequently used words (such as اقابل ), the letter ق is pronounced as a hamza.

3. مين حضرتك ؟ meaning "Who are you?" (literally, "Who is your presence?") is a polite phrase corresponding to the English "Whom shall I say is calling?" مين is the ED equivalent of the MSA مَنْ .

4. اتفضل has different meanings in different contexts.

Example:

Go in اتفضل ادخل .

Have a seat. اتفضل اقعد .

Help yourself (to eat). اتفضل كل .

When used with a gesture of the hand:

| | |
|---|---|
| After you. | • اِتفَضَّلْ |
| Have a seat. | • اتفضّل |
| Help yourself. | • اتفضّل |

5. Literally, السيد القائـد means "master" or "commander," and سيادة القائد stands for "his excellency, the commander." سَيِّدْ and سِيادة are formal, respectful ways of referring to someone of high rank or social position. سِيادة is also part of the frequently used phrase, "your excellency," which is a formal and respectful way of saying "you."

6. Another example of the use of the active participle in place of a verb is مِنتِظِر. Unlike the active participles شارِبْ and واكِـلْ, the word منتظر implies continuous action in the present ("is waiting") rather than past action. In this case MSA uses a verb, for example, ينتظرك .

7. In ED the letter ظ (as in مِنتِظِرْ ) is pronounced as an emphatic version of ز . It is not pronounced the same as the emphatic MSA ذ .



## DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

May I see the commander?

مُمْكِن اقابِلْ السيِّد القَائِدْ ؟

١ مُمْكِنْ

(Statement) ممكن

(Question) ممكن ؟

٢ أقابل

اقابْلَكْ — اقابْلَه — اقابِلكم

ممكن اقابله ؟

القائد

السَّيد القائِد

Of course, by all means (with pleasure). Whom shall I say is calling?

طَبْعًا بِكُلّ سُرور — مِين حَضْرِتَكْ ؟

طبعا

بكل سرور

٣ مين ؟

حضرتك

مين حضرتك ؟

I am Captain Gamil Abd ir-Rahman.

أنا النقيب جَميل عَبْدِ الرَّحْمَن .

I am honored, sir. Please go in. The commander is waiting for you.

٤ اِتْشَرَّفْنا يا افَنْدِمْ — اتْفَضَّلْ سِيادةِ القائِد مِنْتِظْرَك .

اتشرفنا يا افندم

اتفضل سيادة القائد منتظرك

٥ سيادة القَائِد

سِيادْتُه — سِيادْتَكْ

٦ مِنْتِظْرَكْ — مِنْتِظْرِكْ — مِنْتِظْرِكُم

Thank you (a thousand thanks).

الْفِ شُكْـر .

Two
Repeat after the model.

الملازم محمد : ممكن اقابل النقيب جميل سعد الدين ؟

السكرتير: أيْوَه ممكن ــ مين سيادتك ؟

الملازم محمد : أنا الملازم محمد حسن •

السكرتير: اتشرّفنا يا افندم ــ اتفضّل هو منتظرك •

الملازم محمد : الف شكر •

Three
Repeat after the model.

Some students want to meet the commandant of the school.

التلامذة : ممكن نقابل قائد المدرسة ؟

السكرتيرة: أيوه ممكن ــ مين انتو ؟

التلامذة : إحنا تلامذة الاستاذ جميل عبد الله •

السكرتيرة: طيّب ــ اتفضّلوا هو منتظركم •

التلامذة : متشكرين •

**TRANSLATION - DRILL TWO**

**Lieutenant Muhammad:** May I see Captain Gamil Sa'd id-Din?

**Secretary:** Yes, you may. Who shall I say is calling? (Who are you?)

**Lieutenant Muhammad:** I am Lieutenant Muhammad Hasan.

**Secretary:** I am honored, sir. Please, go in. He is waiting for you.

**Lieutenant Muhammad:** Thank you.

**TRANSLATION - DRILL THREE**

Students: May we see the commandant of the school?

Secretary: Yes, you may. Who are you?

Students: We are the students of Professor Gamil Abdallah.

Secretary: OK. Please go ahead. He is waiting for you.

Students: Thank you.

Four

Make the statements below into questions by changing the intonation of your voice.

Example: ممكن اقابل السفير • (Teacher)

ممكن اقابل السفير ؟ (Student)

١• أقدر اكتب الدرس النهارده •

٢• ممكن نقابل قائد المدرسة •

٣• لازم تقابلوا الوزير بكـرة •

٤• ممكن أشرب قهوة •

٥• لازم تيجـي بكـرة •

٦• ممكن تقعـد على الكرسي المحجوز ده •

٧• ممكن اقابل الوزير قبل ما يسافـر •

٨• ممكن تعرّفني على الرائد عبّاس ابراهيم•

٩• يقدروا ينتظروني في المكتب •

١٠• سعاد سافرت مع اختها •

Five

Follow the pattern established by the example. Repeat each sentence.

Example: ممكن اقابل قائد المدرسة • (Teacher)

ـــ نقابل ـــــــــ• (Teacher)

ممكن نقابل قائد المدرسة • (Student)

١. ـــــ ـــــ تقابلي ـــــ .
٢. ـــــ ـــــ تقابلوا ـــــ .
٣. اقدر اقابل ـــــ ـــــ .
٤. تقدر تقابل ـــــ ـــــ .
٥. ـــــ ـــــ الوزير بكرة .
٦. يقدر يقابل ـــــ ـــــ ـــــ .
٧. تقدروا تقابلوا ـــــ ـــــ .
٨. ممكن تقابلوا ـــــ ـــــ .
٩. ـــــ ـــــ تقابل ـــــ .
١٠. ـــــ ـــــ تقابلي ـــــ .

Six
Follow the pattern established by the example. Use مين in each question and make any necessary changes in the verbs.

Example:
صاحبتي قعدت هناك . (Teacher)
مين قعد هناك ؟ (Student)

١. احنا قابلنا الوزير الساعة سبعة .
٢. السفير لازم ييجي يقابل رئيس الوزرا .
٣. صالح عمل قهوة للرواد اللبنانيين .
٤. صحابي كلوا الكنافة بعد العشا .
٥. دول خدوا الكتب من المدرسة .
٦. لندا حجزت كرسي للنقيب سمير ابراهيم .
٧. الملازم جاي النهارده قبل الساعة سبعة .
٨. قائد الجيش انتظر الوزير في مكتبه .
٩. النقباء لسّه منتظرين في مكتب سكرتير القائد .
١٠. حضرته الاستاذ سالم ، جه يقابل رئيس المكتب .

Seven
Use the information in the left-hand column to respond to the questions on the next page.

Example:
مين حجز الكرسي ؟ (Teacher)
صاحبتي (Teacher)
صاحبتي حجزت الكرسي . (Student)

| | | |
|---|---|---|
| ١• | مين قاعدين هناك مع قائد المدرسة الجديد ؟ | صحابي |
| ٢• | مين جاي يتعشى عندك ؟ | اخواتي |
| ٣• | مين قابل وزير الجيش ؟ | القواد الجداد |
| ٤• | مين جاي عندك النهارده ؟ | تلامذتـي |
| ٥• | مين عمل القهوة للضيوف ؟ | اختـي |
| ٦• | مين خـد الكتب من هنا ؟ | المدرسين دول |
| ٧• | مين اتعشى عندك في البيت ؟ | ضيوف سعاد الامريكان |
| ٨• | مين كل الكنافـة ؟ | انتـو |
| ٩• | مين سافر مع الاستاذ سعد الدين ؟ | المدرسين الجداد |
| ١٠• | مين عَرَّف لندا على الطيار الامريكاني ؟ | الملازم أول سعد |

Eight
Follow the pattern established by the example. Make any necessary changes.

Example: هُوَّ مِنتِظِرْ صاحبه • (Teacher)

they (Teacher)

هُمَّ منتظرين صاحبهم (Student)

| | | | |
|---|---|---|---|
| you, m. | ٤• | she | ١• |
| you, f. | ٥• | we | ٢• |
| you, pl. | ٦• | I | ٣• |

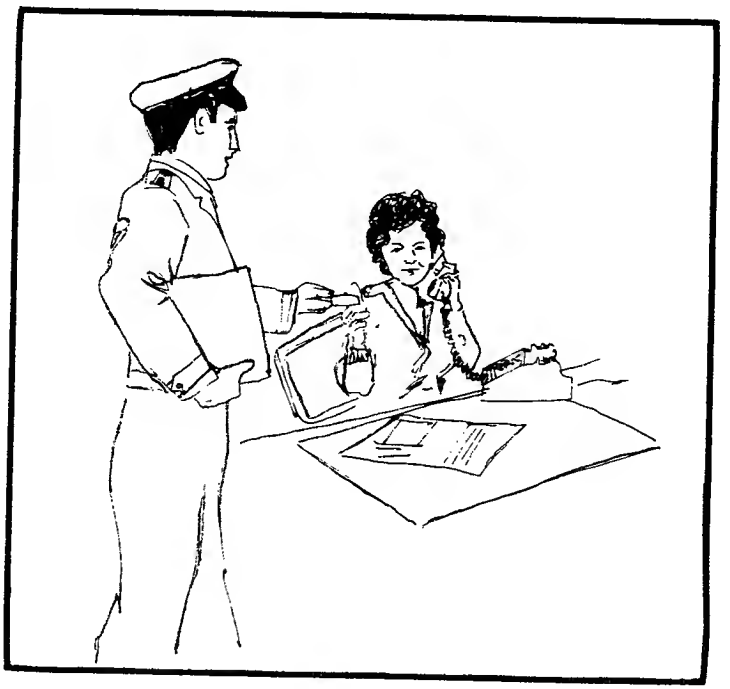
Nine
Student 1. Use أيوه to answer the questions on the next page in the affirmative.

Student 2. Use مش or ش ... ما to answer in the negative.

Example: ممكن اقابل السيد القائد ؟ (Teacher)

أيوه ، ممكن تقابل السيد القائد • (Student 1)

لأ، مش ممكن تقابل السيد القائد • (Student 2)



TRANSLATION

| | |
|---|---|
| Captain: | I'm Captain Khalil Ibrahim, and I would like to see the commander. |
| Secretary: | I am honored, sir. Excuse me, I'll inform the commander. |
| Captain: | Please go ahead. |
| Secretary: | I'm sorry, sir. The commander is busy now. Please wait a little while. |
| Captain: | OK, I'll wait here. |
| Secretary: | Please, have a seat, sir. |

## EXPLANATORY NOTES

1. The verb عاوِز (also pronounced عايِز) is ED for "to want." An active participle, it changes according to gender and number. An example of the changes according to gender is shown below.

Example:

| | | |
|---|---|---|
| I want to meet... | m. | أنا عاوِز اقابِل ... |
| I want to meet... | f. | أنا عاوْزَة اقابِل ... |

عاوز, the masculine singular form, is used with انْتَ and هُوَّ, whereas the feminine عاوزة is used with انتِ and هيَّ. The plural, عاوزين is used with all plural pronouns ( إحْنا, إنْتو and هُمَّ ).

Example:

We want to meet... إحْنا عاوْزين نقابِلْ ...

2. The phrase عَنْ إذْنَك means "Excuse me" (literally, "With your permission") and has the connotation of "Allow me to leave." It does not mean "Excuse me" in the sense of "Don't be offended" or "I'm sorry." The ذ sound is pronounced j, z.

3. "Now" in ED is دلوقتي and corresponds to the MSA الآن. الآن is often used by educated Egyptians.

دلوقتي consists of two words: ده which means "this," and الوقت which means "time." The assimilation of the two words form دِلْوَقْت and دِلْوَقْتي.

4. لَوْ تِسْمَح, translated as "Please," literally means "If you would allow." In MSA the perfect or past tense of the verb is used in conditional sentences. (The equivalent sentence in MSA is لو سَمَحْتَ.) ED usually uses the imperfect or present tense.

5. شوَيَّة, which never varies in form, is the ED equivalent of the MSA قليل or قليلا (depending upon how شوية is used). قليل (pronounced قَلِّيلْ ) is also used in the dialect to mean "(very) little" or "(very) few."

6. اسْتَرَيَّح, translated "Have a seat," is almost always used with اتفضل (as in اتفضل استريح, "Please have a seat.") Literally, استريح means "to rest."

Example: The guest wants to rest for a while. الضيف عاوِز يِسْتَرَيَّح شَوَيَّة.

## DRILLS



One
To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

أنا النّقيبْ خَليلْ ابْراهِيمْ
وعاوز اقابِل السَّيِّد القائِد •

I'm Captain Khalil Ibrahim, and I would like to see the commander.

١ أنا عاوز ــ انت عاوز ــ انت عاوزة ــ احنا عاوزين
عاوز اقابل
وعاوز اقابل

اتْشَرَّفْنا يا اَفَنْدِمْ ــ عَنْ اِذْنَكْ اَبَلِّغْ سيادةِ القائِد •

I am honored, sir. Excuse me, I'll inform the commander.

اتشرّفنا يا افندم
٢ عن اذنَكْ m.
عن اذنِكْ f.
عن اذنكو pl.
عن اذنك ابلّغ سيادة القائد •

اتْفَضَّلْ

(Please) go ahead.

متأَسِّفْ يا افَنْدِم

I'm sorry, sir.

متأسف ــ متأسفة ــ متأسفين

السَّيِّد القائِد مَشْغولْ دِلْوَقْتي •

The commander is busy now.

القائد مشغول دلوقتي
القائد مشغول
مشغول ــ مشغولة ــ مشغولين
٣ دلوقتي

لَوْ تِسْمَحْ تِنْتِظِرْ شَوَيَّة •

Please wait a little while.

٤ لو تسمح ــ لو ــ تسمح
لو تسمح تنتظر
لو تسمح تنتظر شوية
٥ شوية

طَيِّبْ • أنا مِنْتِظِرْ هِنا •

OK. I'll wait here.

منتظر ــ منتظرة ــ منتظرين

اتفضّل اسْتَرَيَّح يا افندم •

Please, have a seat, sir.

Two
Repeat after the model.

A female private school teacher is talking to a female secretary.

المُدَرِّسَة : لَوْ تِسْمَحي ، عاوزة اقابل مـدير المَدْرَسَـة •
السِّكْرتيرَة : مِين حَضْرِتِك ؟
المدرسة : أنا سُعاد جَميل المُدَرِّسَة الجديدَة •
السكرتيرة : اهلا وسهلا ــ عَن اذْنِك ابلِّغْها •
المدرسة : اتْفَضَّلي •
السكرتيرة : متأسفة هيَّ مَشْغولَة دِلْوقْتي •
لَوْ تِسْمَحي تِنْتِظْري شوية • اتفضلي اسْـتَرَيَّحي •
المدرسة : متشكِّرَة •

Three
Repeat after the model.

Hasan is talking to his friends who are busy studying.

حسن : تعالوا معايا على العشا •
صحابه : متأسفين مانقدرش دلوقتي ــ إحنا مشغولين •
حسن : طيِّب • أنا منتظر هنا شوية •
صحابه : لاء مافيش لزوم تنتظر ــ كتر خيرك •
حسن : طيب بكرة ان عشنا •
صحابه : إن شاء الله •

TRANSLATION - DRILL TWO

| | |
|---|---|
| Female Teacher: | Please, I want to see the school principal. |
| Female secretary: | Who shall I say is calling? (Who are you?) |
| Teacher: | I am Su'ad Gamil, the new teacher. |
| Secretary: | Welcome. Excuse me, I'll inform (tell) her. |
| Teacher: | Please go ahead. |
| Secretary: | Sorry, she is busy now. Would you please wait a little while? Please sit down. |
| Teacher: | Thank you. |

TRANSLATION - DRILL THREE

| | |
|---|---|
| Hasan: | Come with me to dinner. |
| His friends: | Sorry, we can't now. We are busy. |
| Hasan: | OK. I'll wait here for a little while. |
| His friends: | No, there is no need for you to wait. Thank you. |
| Hasan: | OK. Tomorrow, if we are alive. |
| His friends: | God willing. |

Four

Follow the pattern established by the example.

Example:

- عاوز اقابل السيد القائد (Teacher)
- عاوزة اقابل _____ (Teacher)
- عاوزة اقابل السيد القائد (Student)

١. عاوزين نقابل ـــــــ .
٢. ـــــــ نقعد مع ـــــ .
٣. عاوزة تقعد مع ـــــــ .
٤. عاوزين يقعدوا مع ـــــــ .
٥. عاوزين يقابلوا ـــــــ .
٦. عاوزة تقابل ـــــ .
٧. عاوزة اقابل ـــــــ .
٨. ـــــ يسافر مع ـــــ .
٩. ـــــ اعرَّفك على ـــــ .
١٠. ـــــ يِسْتَرِيَّحوا في مكتب ـــ .

Five
Follow the pattern established by the example.

Example:
أنا مشغول دلوقتي . (Teacher)
ـــ مسافر ـــ . (Teacher)
أنا مسافر دلوقتي . (Student)

١. ـــ ـــ بكرة .
٢. ـــ ـــ النهارده .
٣. ـــ مشغول ـــ .
٤. ـــ ـــ بكرة .
٥. ـــ مسافر ـــ .
٦. ـــ ـــ دلوقتي .
٧. هو ـــ ـــ .
٨. ـــ ـــ بكرة .
٩. ـــ ـــ النهارده .
١٠. ـــ عامل كنافة ـــ .

Six
Follow the pattern established by the example.

Example:
لو تسمح تنتظر شوية . (Teacher)
f. sing. (Teacher)
لو تسمحي تنتظري شوية . (Student)

١. عن اذنك ابلغ القائد . f.
٢. لو تسمحي تنتظري شوية . pl.
٣. أنا متأسف يا افندم . pl.
٤. إنتَ عامِل نَفْسَك مشغول ؟ pl.
٥. إحنا متأسفين يا سيادة السفير . f. sing.
٦. لازم تشتغل بكرة وبعد بكرة . pl.

٧. ما فيش لزوم تقابله النهارده . f.

٨. لو تسمح تيجي معايا دلوقتي . f.

٩. مش ممكن تقابل الوزير دلوقتي . pl.

١٠. سميرة استريحت شوية بعد السفر . pl.

Seven

Follow the pattern established by the example. Make any necessary changes.

Example: أنا لازم ابلّغه . (Teacher)

هوَّ ـــــ . (Teacher)

هوّ لازم يبلغه . (Student)

١. هِيّ ـــــ .

٢. إحْنا ـــــ .

٣. هُمّ ـــــ .

٤. انْتُو ـــــ .

٥. إنْتِ ـــــ .

٦. إنْتَ ـــــ .

Eight

Follow the pattern established by the example. Make any necessary changes.

Example: أنا متأسف ما اقدرش اسافر النهارده . (Teacher)

هو ـــــ . (Teacher)

هُوّ متأسف مايقدرش يسافر النهارده . (Student)

١. هِيَّ ـــــ ـــــ ـــــ ـــــ .

٢. إحْنا ـــــ ـــــ ـــــ ـــــ .

٣. إنْتو ـــــ ـــــ ـــــ ـــــ .

٤. انتَ ـــــ ـــــ ـــــ ـــــ .

٥. انت ـــــ ـــــ ـــــ ـــــ .

٦. هُمَّ ـــــ ـــــ ـــــ ـــــ .

Nine
Use the information in the left-hand column to answer the following questions.

Example:

(Teacher) مين قابل الوزير النهارده ؟

(Teacher) السفير التركي

(Student) السفير التركي قابل الوزير النهارده •

| | |
|---|---|
| ١• مين قاعد ينتظر القائد عند السكرتيرة ؟ | النقيب ابراهيم |
| ٢• السفير المصري الجديد اسمه ايه ؟ | جميل عبد الرحمن |
| ٣• ممكن أقابل الضيوف المصريين دلوقتي ؟ | بعد العشا |
| ٤• ممكن تقدّمني لمدير المكتب يا سيادة الرائد ؟ | انتظر شوية |
| ٥• أقدر أقعد انتظر اختي هنا في مكتبك ؟ | مشغول دلوقتي |
| ٦• لازم تبلّغي المدرس قبل ما تسافري ؟ | طبعا |
| ٧• ممكن أكتب اسامي الملازمين الجداد هنا ؟ | ما تكتبش |
| ٨• عيلتك عاوزة تسافر مصر معاك ؟ | قبل ما أسافر |

Ten
Follow the pattern established by the example.

Example:

(Teacher) أنا عاوز انتظر المدرس هنا •

(Teacher) we

(Student) احنا عاوزين ننتظر المدرس هنا •

| | |
|---|---|
| I | ١• إحنا قابلنا قائد المدرسة قبل ما نسافر مصر • |
| you, m. | ٢• ممكن أشرب القهوة مع السفير في مكتبي ؟ |
| you, f. | ٣• هم لازم يكتبوا الدرس بعد ما يقابلوا المدرس • |
| you, pl. | ٤• هيّ جاية تتغدى معانا النهارده ؟ |
| she | ٥• أنا قدرت أعمل كنافة وكلتها بعد العشا • |
| they | ١• هُوَّ القائد ده اسمه ايه ؟ |
| he | ٧• إحنا تَعَبْنا نَفْسِنا النهارده في المدرسة • |
| we | ٨• هم ما عندهمش اماكن يقعدوا فيها • |

Eleven
Replace the underlined words with the appropriate pronouns.

Example: (Teacher) عملت شاي للمدرس وعملت قهوة للضيوف •
(Student) عملت له شاي وعملت لهم قهوة •

١• قدموا أخويا للمعلمين وقدموا اختي للمعلمات •
٢• انتظرنا سيادة القائد ساعة بعدما قابلنا السكرتيرة •
٣• كتاب المدرس على كرسي التلميذة •
٤• السفراء جايين يتعشوا مع الوزير في البيت •
٥• تعالي بكرة اعرّفك على القوّاد الامريكان •
٦• كتبت الدرس للمدرس وصاحبي خد الدرس لاخته •
٧• أنا وسمير وسعاد سافرنا مع النقيب عبد الرحمن •
٨• ممكن أقابل السفير بعد الشغل ؟
٩• سافروا مع الضيوف الامريكان •
١٠• ما فيش لزوم تعملوا كنافة لاخوات سميرة •

Twelve
Use the information in the left-hand column to answer the following questions. Respond in complete sentences.

Example: (Teacher) منتظرين تقابلوا مين ؟
(Teacher) السفير
(Student) احنا منتظرين نقابل السفير •

| | |
|---|---|
| ١• انتَ منتظر مين يا حضرة النقيب ؟ | الملازم محمد حسن |
| ٢• ممكن اقعد على الكرسي المحجوزده ؟ | لأ ، محجوز للريس |
| ٣• مين جاي عندكم النهارده ؟ | الوزير |
| ٤• قابلت مين النهارده يا سيادة القائد ؟ | الملازمين |
| ٥• ممكن انتظرك في نفس المكان ؟ | لأ ، في مكتب السكرتير |
| ٦• مين اتعشى عند اختك النهارده ؟ | صحابي الامريكان |
| ٧• مين منتظر سيادة القائد ؟ | النقيب عبد الرحمن |
| ٨• ممكن تسافر معايا بكرة ؟ | طبعا ، بكل سرور |

٩. مين جه يقابل الريس مع السفراء ؟ الوزراء

١٠. انتو قدرتوا تقابلوا السيد قائد الجيش اللبناني ؟ قعدنا ... ساعة

Thirteen
Replace the underlined verbs in the sentences below with the active participle and لِسّه .

Example: (Teacher) دول انتظرونا في مكتب سكرتير الوزير .

(Student) دول (لِسّه) منتظرينا في مكتب سكرتير الوزير .

١. أنا جيت اقابل النقيب جميل عبد الله .

٢. هِيّ قابلت قائد المدرسة في مكتبه .

٣. ده سافر واشنطن مع اخته .

٤. هو خده معاه يقابل السفير الامريكاني .

٥. هو قابل عيلة صاحبته في بيت اختها .

٦. هو عرّف القائد على الملازمين قبل ما يسافروا .

٧. الوزير انتظر الريّس في مكتب قائد الجيش .

٨. ده عمل حسابه ييجي عندك بعد ما يقابل الريّس .

Fourteen
Replace the underlined words with their plural forms. Make any necessary changes and repeat each sentence.

Example: (Teacher) الاستاذ مشغول دلوقتي .

(Student) الاساتذة مشغولين دلوقتي .

١. السفير الجديد سافر قبل ما يقابل الريس .

٢. القائد عنده شغل مع الملازم اللبناني .

٣. عن اذنك ، ابلغ سيادة المدير عن الحجز الجديد .

٤. الوزير انتظر الريّس ساعة قبل ما قدر يقابله .

٥. السكرتير حجز مكان كويّس للسفير الامريكاني الجديد .

٦. هو عاوز يسافر مع الاستاذ .

٧. الوزير بلّغ الريّس عن مقابلته للسفير اللبناني .

٨• الريّس هنا دلوقتي • هو منتظرك في مكتبه •
٩• النقيب لازم يستريّح شويّة قبل ما يسافر •
١٠• القائد مشغول مع الضيف الامريكاني وعاوزك تيجي تقابله بعد ساعة •

Fifteen
Use the particles مش or ش ... ما to negate the following sentences.

Example: الاستاذ فطر مع تلامذته • (Teacher)
الاستاذ ما فطرش مع تلامذته • (Student)

١• أنا عندي شغل في مكتب الريس بكرة •
٢• القائد سمح للنقيب يسافر مع الرائد •
٣• ممكن تقعد معاها بعد الشغل •
٤• انتظروا في المكان ده لو سمحتوا •
٥• هي مشغولة في مكتب المدير •
٦• انتو عاوزين تاكلوا النهارده ؟
٧• السفير خد السكرتيرة معاه لمكتب الوزير •
٨• الرائد خليل قاعد مع سيادة القائد •
٩• السفير التركي عايز يقابل الريّس في أول فرصة •
١٠• جميلة استريّحت بعدما جت من السفر •

Sixteen

Replace the underlined words with the Arabic equivalent of the English pronouns.

Example: هوّ عاوز يقابل القائد دلوقتي • (Teacher)

they (Teacher)

همّ عاوزين يقابلوا القائد دلوقتي • (Student)

١• أنا عاوز أقابل سيادة السفير قبل ما أسافر •

she

٢• كتّر خيرك ، مافيش لزوم تنتظرني هنا •

you, pl.

٣• القائد عاوزني اكتب اسامي الملازمين المصريين •

you, m.

٤• احنا مشغولين ما نتنظرناش في البيت النهارده •

I

٥• اقعد انتظر النقيب الطنطاوي في مكتب سكرتيره •

you, pl.

٦• بعدما عرّفوهم على السفير قدّموا لهم قهوة وكنافة •

he

٧• لازم يسافر يقابل الوزير الجديد في بيته •

you, f.

٨• هو متأسف وعاوز صاحبه خليل يقعد يستريح شوية •

they



## CLASSROOM EXERCISES



What Do You Say?

1. You are going to headquarters to keep an appointment with the post commander when the guard stops you. Tell him that you want to see the commander.

2. You are Lieutenant Bailey. The guard asks you to identify yourself. What do you say?

3. The guard gives you directions to the commander's office. What do you say to express your gratitude?

4. Captain Ahmad introduces himself to you. How do you respond?

5. Someone comes to your office to meet with the colonel. Ask him to identify himself.

6. The commander has told you that he is ready to see his visitor. Tell the visitor that the commander is waiting for him.

7. You have learned that the commander is busy. Tell the visitor to please wait for a little while.

Role Playing

Situation 1. You, Lieutenant (Pilot) Bailey, are in the waiting room of Captain Shukri's office. The secretary enters the room.

Secretary. حضرتك مين ؟

Respond.

Secretary. اهلًا وسهلًا اتشرفنا • عاوز تقابل مين ؟

Respond.

Secretary. اتفضّل ، سيادة النقيب منتظرك •

Respond.

Situation 2. You are an employee in an American company. An Egyptian approaches your desk.

ممكن اقابل المدير ؟

Ask him what his name is.

أنا سعد الدين جمال •

Respond and tell him to please have a seat.

الف شكر •

Ask him if he wants to drink (some) tea.

لأ أنا لِسّه شارب •

Tell him "Excuse me," and that you'll inform the director.

Situation 3. You are to meet with the manager of a company. His secretary receives you. Respond to her questions.

حضرتك عاوز مين ؟

The manager.

متأسّفة ، المدير سافر النهارده الصبح •

Ask whether you can see Mr. Hasan.

متأسّفة ، الاستاذ حسن مش هنا •

Ask who is in the office.

الاستاذ جميل رئيس المكتب •

Ask if you can talk to the chief.

اسم حضرتك ايه ؟

Respond.

عن اذنك ابلغ رئيس المكتب •

Respond.

Situation 4. Use the information on the next page to carry on a conversation.

Student 1. Play the part of Mr. Adams.

Student 2. Play the part of Mr. Shukri.

1. At 11 o'clock Mr. Adams goes to see Mr. Shukri.
2. The secretary receives Mr. Adams.
3. She notifies Mr. Adams that Mr. Shukri will be back in an hour.
4. Mr. Adams does not mind waiting.
5. The secretary apologizes and says that Mr. Shukri will not be back today because he must take several American guests to lunch.

## Interpretation Practice

Act as an interpreter in the following situations.

English speaker — Interpreter — Arabic speaker

Situation 1.

Ask what his name is.

• اسمي محمد حسن

Whom does he want to see?

• عاوز اقابل السفير

Does he want to see the ambassador now?

• أيوه لازم اقابله دلوقتي

Tell him to wait a little while.

• طيب الف شكر

Situation 2.

Your friend says to ask him who he is.

• أنا الملازم سعد الدين

Your friend says to ask him what he wants.

• عاوز اقابل جاك

Your friend says to tell him that he's busy now.

ممكن اقابل جاك بعد ساعة ؟

Your friend says OK.

Situation 3.

حضرتِك سكرتيرة المكتب ؟

Yes, I am. Whom do you want sir?

أنا عاوز اقابل السفير •

It's impossible.

طيب ممكن اقابل رئيس مكتبه ؟

He left for Cairo an hour ago.

طيب ، الاستاذ توماس هنا ؟

Yes of course, do you want to see him?

أيوه ، لو تسمحي •

With pleasure, please have a seat!

ما اقدرش انتظر ، أنا عندي شغل •

Mr. Tomas is busy. Would you come back in an hour?

لأ مش ممكن يا حضرة السكرتيرة ، أنا عندي شغل •

Excuse me, I'll inform him.

Situation 4.

متأسّف أنا لسّه ما اتعرّفتش على حضرتك ،
اسم حضرتك ايه ؟

I'm Mr. Andrews from the American Embassy.

اهلًا وسهلًا اتشرّفنا ، حضرتك عاوز تقابل مين ؟

Mr. Farid.

حضرتك عاوز تقابل السيد فريد حسن ؟

No, I'd like to see Mr. Farid Khalil, the manager.

متأسّف السيد فريد مشغول شويّة •

Can I wait for him here?

طبعًا بكلّ سرور ، اتفضّل استريّح •

Will you please tell him
I'm waiting?

طبعًا عن اذنك ابلّغــه •

Please do.

Translation Practice

Translate the following 10 sentences orally into English.

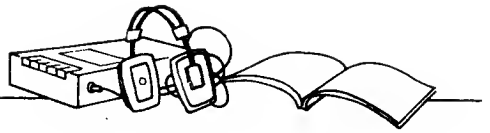
١• عاوز اقابل النقيب دلوقتي قبل ما القائد ييجي •
٢• تسمح تيــجي معايا نقابل القائد في مكتبه الجديد ؟
٣• الوزير بلّغ قادة الجيش يحملوا حسابهم يتغدوا معاه بكرة •
٤• القائد مش مشغول وممكن تقابله بعد ساعة •
٥• قائد مدرسة الجيش سمح للتلامذة الجداد يقابلوا عيلاتهم وضيوفهم •
٦• قائد المدرسة عاوز يقابل الملازمين والرواد الجداد بعد شوية •
٧• متأسّف أنا مشغول شويّة مع ضيوفي وما اقدرش آجي معاكم •
٨• القائد مشغول ومش ممكن تقابلوه النهارده •
٩• اتفضّل وزير الجيش منتظرك من ساعــة •
١٠• سيادة الوزير سمح لنا نسافر بعد بكرة •

Dictation Practice

Close your book and write the following sentences in SATTS.

١• القائد مش عاوز يقابلكم النهارده •
٢• ما اقدرش اقعد بعد العشا ، أنا مشغول •
٣• سيادة النقيب منتظرك في مكتبه من ساعة •
٤• أيوه يا افندم ، ممكن تقابل القائد بعد الشغل •
٥• ما تسافرش النهارده. سافر بكرة يا حضرة الرائد •
٦• أنا مش عاوز اتعرّف على صاحبك الطيّار •
٧• لا يا افندم ، مش ممكن اسافر النهارده بعد الشغل •
٨• اعمل حسابك تقابل المدير بكرة الساعة سبعة •
٩• مش ممكن احجز لك مكان ، لازم تيــجي بنفسك •
١٠• عن اذنك أنا لازم اكتب الدرس قبل المدرس ما ييجي •

## HOMEWORK



Exercise One
Use SATTS to write the 10 recorded sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Two
Translate the 10 recorded sentences into written English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise Three

Listen to the recorded Arabic conversation, then answer the questions based on it.

1. What is Muhammad Hasan's rank?

2. What is the rank of the person asking for Muhammad?

3. Do you think that Muhammad Hasan was busy?

4. Who is with Muhammad?

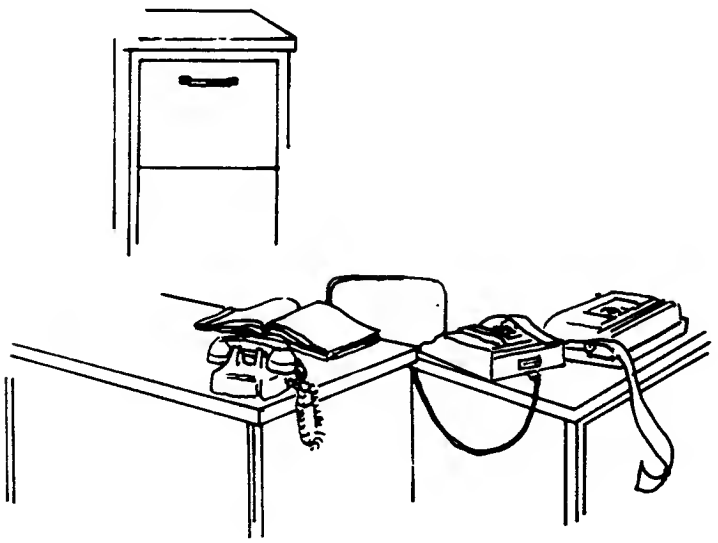
5. Who wants to see Muhammad Hasan?

6. Does Muhammad Hasan have to see him immediately?

Exercise Four

You will hear 10 Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | a | b | c | 6. | a | b | c |
| 2. | a | b | c | 7. | a | b | c |
| 3. | a | b | c | 8. | a | b | c |
| 4. | a | b | c | 9. | a | b | c |
| 5. | a | b | c | 10. | a | b | c |



## SUMMARY



1. ممكن, "is possible," is used before a verb to mean "can," "may" or "Would you?" Its form does not vary.

2. عاوز, an active participle meaning "want," changes according to the gender and number used with it. The verb after it is always in the imperfect tense.

3. In educated speech, the letter qaff is given the MSA pronunciation.

4. مين حضرتك ؟ is a polite way of saying "Who are you?" It corresponds to the English "Whom shall I say is calling?"

5. السيد القائد and سيادة القائد are respectful ways of saying "commander." The use of سيد and سيادة indicates respect for a person of high rank or social position. سيادتك is also used in "your excellency," which is a respectful way of saying "you."

6. مِنْتِظِر, "waiting," is an active participle that implies continuous action into the present ("is waiting"). شارِب and واكِل imply past action.

7. In ED ظ is pronounced as a velarized ز .

8. عن اذنك means "Excuse me." Its connotation is "With your permission" or "Allow me to leave."

9. لو تسمح means "please" in the sense of "if you would allow." ED uses لو with the imperfect; MSA uses the perfect لو سَمَحْت .

10. شوية, "a little," which never varies in form, corresponds to the MSA قليل or قليلا . The ED قليّل means "(very) little" or "(very) few."

11. استريّح means "Have a seat." Often it appears with اتفضّل .

6. Measure I hollow verb, عـاز , to want

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هوّ | عَازْ | رِيعُوزْ | Is not used. |
| she | هيّ | عَازِتْ | رِتعُوزْ | |
| they | همّ | عَازُوا | رِيعُوزوا | |
| you, m. | إِنْتَ | عُزْتْ | رِتعُوزْ | |
| you, f. | إِنْتِ | عُزْتِ | رِتعُوزِي | |
| you, pl. | إِنتُو | عُزْتُو | تعوزوا | |
| I | أَنا | عُزْتْ | أَعُوزْ | |
| we | إِحْنا | عُزْنا | رِنعُوزْ | |

Verbal noun, عُـوزَة

Active participle, عـاوِزْ

7. Measure I verb, سَمَحْ , to allow

| Pronoun | | Perfect | Imperfect | Imperative |
|---|---|---|---|---|
| he | هوّ | سَمَحْ | رِيسْمَحْ | |
| she | هيّ | سَمَحِتْ | رِتسْمَحْ | |
| they | همّ | سَمَحُوا | رِيسْمَحُوا | |
| you, m. | إِنْتَ | سَمَحْتْ | رِتسْمَحْ | إِسْمَحْ |
| you, f. | إِنْتِ | سَمَحْتِ | رِتسْمَحِي | إِسْمَحِي |
| you, pl. | إِنتُو | سَمَحْتُو | رِتسْمَحُوا | إِسْمَحُوا |
| I | أَنا | سَمَحْتْ | أَسْمَحْ | |
| we | إِحْنا | سَمَحْنا | رِنسْمَحْ | |

Verbal noun, سَماحْ

Active participle, سامِـح

8. Measure II verb, بَلَّغَ , to inform

Same as the verb عَرَّفَ in Lesson 2.

Verbal noun, تَبْلِيغْ

Active participle, مُبَلِّغْ



## EVALUATION



Part A. You will hear five Arabic questions or statements, each followed by three responses. Circle the letter which corresponds to the best response.

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

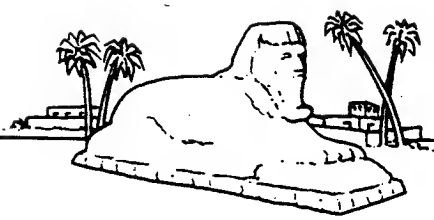
Part B. Translate the five recorded sentences into English.

Part C. Use SATTS to write the five recorded sentences.

Part D. Listen to the recorded Arabic conversation, then answer the questions based on it.

1. What is the visitor's name?
2. What is the visitor's profession and grade or rank?
3. Whom did he want to see?
4. Why couldn't the visitor see the official immediately?
5. What did the secretary suggest?
6. Was the visitor able to wait? Yes or no, and why?
7. What choices were available to the visitor?
8. Which alternative did the visitor choose?

## ENRICHMENT



A. You have learned that the verb اِنتَظَر means "to wait," and the expression اِنتظَرْ شويّة means "Wait a little while." Another Egyptian word, اِستَنَّى , has the same meaning - "Wait a little." The example below is a conjugation of "to wait" in the past and imperfect (present) tenses. The three imperative forms are اِستَنَّى (m.), اِستَنّي (f.), and اِستَنّوا (pl.).

Example:

| | | | |
|---|---|---|---|
| أنا اسْتَنّيتْ | احنا اسْتَنّينا | أنا اسْتَنَّى | اِحْنا نستَنّى |
| انتَ اسْتَنّيتْ | انتِ استنّيتِ | انتَ تِسْتَنَّى | انتِ تِسْتَنّي |
| هُوَّ اسْتَنَّى | انتُو استنّيتو | هوَّ يِسْتَنَّى | انتو تِسْتَنّوا |
| هيَّ استَنّتْ | همَّ اسْتَنّوا | هيَّ تِسْتَنَّى | همّ يِسْتَنّوا |

B. The ED version of the MSA word موعد is ميعاد . عندى ميعاد مع القائد means "I have an appointment with the commander."

C. When calling to meet an Egyptian official the following expressions may prove helpful.

Example:

| | |
|---|---|
| important matter | مَوْضوع مِهِمّ |
| urgent matter | مَوْضوع مِسْتَعْجِل |

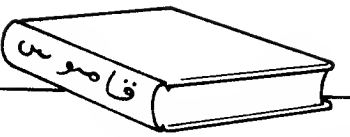
"I have an important matter...." is عَنْدي موضوع مهم and "I have an urgent matter...." is عندي موضوع مستعجل . موضوع means "subject" or "matter," and مستعجل means "urgent," "express" or "in a hurry." Therefore, أنا مِسْتَعْجِل means "I'm in a hurry."

D. Someone asks you to wait a little while and you are in a hurry. (The last two words of the example mean "I'll see you later.")

Example:

| | |
|---|---|
| Wait a little while, if you please. | لو تسمح تنتظر شوية . |
| Sorry, I'm in a hurry. I'll see you later. | متأسّف ، أنا مستعجل ، اشوفك بعدين . |

# VOCABULARY




| ENGLISH | ED | MSA |
|---|---|---|
| Abdallah (name) | | عَبْد اللّه |
| Abd ir-Rahman (name) | | عَبْدِ الرَّحْمَن |
| allow, permit, authorize (to) | | سَمَح |
| ambassador(s) | | سَفير ــ سُفَراء (ج) |
| busy, (to keep) | | شَغَل |
| captain(s) (army and air force) | | نَقيبْ ــ نُقَباء (ج) |
| chief, head | ريّس ــ رُيَسا (ج) | رَئيس ــ رُؤَسَاء (ج) |
| commander(s), leader(s) | | قَائِد ــ قَادَة (ج) |
| director, manager | | مُدِيـر |
| excuse me | عَنْ إِذْنَك | |
| Gamal (name) | | جَمَال |
| Gamil (name) | | جَمِيل |
| he | | هُوَ |
| his excellency | | سِيادَة ــ حَضْرة |
| hour, watch | | سَاعَـة |
| if | لَوْ | |
| If you please. | لَوْ تِسْمَح | |
| inform (to) | | بَلَّـغ |
| Khalil (name) | | خَليل |
| little, little while, few | شوَيَّـة | |
| major(s) | | رَائِد ــ رُوّاد (ج) |
| meet (to) | | قَابِل |
| minister(s) | | وَزير ــ وُزَراء (ج) |
| new | جُدَاد (ج) | جِدِيد |
| now | دِلْوَقْتي | |
| of course | | طَبْعًا |

| ENGLISH | ED | MSA |
|---|---|---|
| possible | | ممكـن |
| professor(s), teacher(s), gentleman(men) | | أُسْتاذ ـ اَساتْذَة (ج) |
| reserve (to) | | حَجَـز |
| rest (to) | استَرَيَّح | |
| secretary | | سكرتير |
| she | | هيّ |
| sorry | | متأسّف |
| Tantawi (name) | طنطاوي | |
| they | | همّ |
| travel (to) | | سافِـر |
| wait (to) | | انْتَظَـر |
| want (to) | عـاز | |
| who | مِـين | |
| with pleasure | | بِكُـلّ سرور |
| work, business(es) | | شُغْـل ـ اَشْغال (ج) |

## SELF-EVALUATION TEST



Part One

Listening Comprehension

Section A. You will hear 10 sentences in the Egyptian Dialect. After listening to each sentence, mark the letter that corresponds to the best translation for each item.

1.

a What is the name of his friend, the Lebanese lieutenant?

b What is the name of your friend, the Lebanese lieutenant?

c Does he know the name of your friend, the Lebanese lieutenant?

d Do I know the name of your friend, the Lebanese lieutenant?

2.

a May (can) I sit on this reserved chair (seat)?

b Is it possible to sit on a reserved chair (seat)?

c I can sit on this reserved chair (seat).

d I may be able to sit on this reserved chair (seat).

3.

a The commander wants to see me in his office today.

b I wanted to sit with the commander in his office today.

c I want to meet the commander today in his office.

d I am meeting with the commander in his office today.

4.

a May (can) you go (travel) with me to Washington tomorrow?

b May (can) I go (travel) with you to Washington tomorrow?

c Does she want to go (travel) with me to Washington tomorrow?

d May (can) we go (travel) with you to Washington tomorrow?

5.

a My brothers and sisters introduced me to Su'ad's American friends.

b Su'ad introduced her American friends to my brothers and sisters.

c My brothers and sisters introduced Su'ad to her American friends.

d I introduced my brothers and sisters to Su'ad's American friends.

6.

a Thank you for the lunch. I can't eat now.

b Thank you. I can't eat lunch now. I've just eaten.

c Thank you. I can't eat now. I've just had lunch.

d Thank you for the offer. I can eat lunch now.

7.

a He is busy now and can't meet you tomorrow.

b He is busy now and can't meet you. Come tomorrow.

c He is busy and can't see you either now or tomorrow.

d Come to see him tomorrow. He will not be that busy.

8.

a The manager (director) is coming to rest here for a little while.

b You can meet the manager (director) after he rests on this seat for a little while.

c The manager (director) is coming to see you in (after) a little while. Please have a seat.

d He took a seat after meeting with the manager (director) for a little while.

9.

a Plan on coming to my place to have dinner with my guests.

b Your guests are planning to have dinner with you at my place.

c Plan on having dinner with me at the guests' place.

d Plan on having dinner with your guests at my place.

10.

a Don't bother (yourself). I've just had tea.

b I bothered you by drinking your tea.

c You don't have to make tea. I've just had some.

d She didn't bother making tea as I'd just had some.

Section B. You will hear 10 questions or statements in the Egyptian Dialect, each followed by four responses. Mark the letter that corresponds to the best response for each item.

1.

a تلامذتي في المدرسة والحمد للّه .

b تلامذتي كويّسين والحمد للّه .

c تلامذتي آنسوني وشرّفوني .

d تلامذتي سلّموا على المُدَرِّسة .

2.

a لا . احنا امريكان مش لبنانيين .

b لا . حضرته امريكاني مش لبناني .

c لا . أنا امريكاني مش لبناني .

d أيوه . هو لبناني مش امريكاني .

3.

a متشكّر ، اساميهم لندا وسمير .

b متشكّر ، يا اخواتي .

c متشكّر يا عبّاس ، اخواتي متعشيين .

d متشكّر ، اللّه يسلّمك .

4.

a لا . حسن ماشربش القهوة .

b ما سمحتش لحسن يشرب قهوة .

c لا ، أشرب شاي لو سمحت .

d لا ، حسن ما سمحليش اعمل قهوة .

5.

a مش النهارده ، بكره إن شاء اللّه .

b ما اقدرش اعمل كنافة بعد الغدا .

c ما اقدرش افطر معاك النهارده .

d ما اقدرش اتعشّى معاك النهارده .

6.

a آنستونا وشرّفتونا .

b لازم تشربوا معانا .

c أنا وسعاد اتعشّينا مع الضيوف .

d إن شاء اللّه احنا نتشرّف .

7.

a مش ممكن تقابلوه دلوقتي .

b مش ممكن تستريّحوا هنا .

c مش ممكن تنتظروا هنا .

d مش ممكن تيجوا هنا .

8.

a الكرسي ده مش محجوز .

b بكلّ سرور يا سعاد .

c مش عاوزين النهارده .

d انت لازم تحجزي لي مكان عندك .

9.

a أيوه ، ممكن اتعشّى معاكِ .

b أيوه ، ممكن آخدِك معايا المدرسة .

c لا مش ممكن ، عَندي شغل .

d لا ، مش ممكن اشتغل بكرة .

10.

a القائد خد الكتب الجديدة معاه .

b خُدني معاك لواشنطن يا سيادة القائد .

c الرائد صالح والنقيب جميل سافروا واشنطن .

d القائد خد عيلته معاه لواشنطن .

Section C. Listen to the following dialogue in the Egyptian Dialect, which will be read twice. After the first reading, there will be a two-minute pause to allow you to write down, in English, the answers to the 10 printed questions. After the second reading, you will have one more minute to complete your answers. You may take notes.

1. When did the conversation take place?
2. Since when has the president been in the office?
3. With whom was the president meeting?

4. What did the minister want?
5. Was the minister able to see the president immediately?
6. Who is going to have lunch with the president?
7. When did the minister want the meeting to take place?
8. What was the secretary's response?
9. Where is the minister going to wait?
10. What did the secretary offer instead?

## Part Two
## Written Interpretation

In this part of the test, you will hear 10 sentences in the Egyptian Dialect. Write the English translation for each sentence. You will have a 35-second pause to write each translation.

## Part Three
## Dictation

In this part of the test write in SATTS the following 10 sentences. Each sentence will be read twice. Each reading will be followed by a 20-second pause.

## Part Four
## Spoken Interpretation/Role Playing

Section A. In this part of the test act as an interpreter in a conversation between an Egyptian and an American. Interpret the Arabic into English and the English into the Egyptian Dialect. You will hear each line only once.

Section B. Read the description of the situation below. The instructor will play Su'ad's role and you will play Ibrahim's. You may base your answers on the dialogue below.

Ibrahim asks Su'ad to make him some tea or coffee. Su'ad is busy preparing (writing) a lesson for the students of her colleague Mr. Sa'd id-Din, who missed school today because he was not feeling well (tired).

Ibrahim: Ask Su'ad if she is busy.

Su'ad:

Ibrahim: Ask for some tea, please.

Su'ad:

Ibrahim: OK. Coffee?

Su'ad:

Ibrahim: Ask what she is doing?

Su'ad:

Ibrahim: Ask if Sa'd id-Din is at school.

Su'ad:

Ibrahim: Convey greetings to him.

# CUMULATIVE VOCABULARY



Arabic-English

## ا

| | | | |
|---|---|---|---|
| L2 | Abraham (name) | * ABRA?IM | ابراهيم |
| L2 | I (we) have been honored. | # AT:RFNA | اتشرّفنا |
| L3 | eat dinner (to) | # AT":I | اتعشّى |
| L3 | eat lunch (to) | # ATGDI | اتغدّى |
| L1 | Please come in. | # ATFVL | اتفضّل |
| L2 | we | # AHNA | احنا |
| L1 | brother(s) | # AOWAT (J) * AO | أخ /اخوات (ج) |
| L1 | sister(s) | # AOWAT (J) * AOT | أخت /اخوات (ج) |
| L1 | how | # A;AI | ازّاي |
| L2 | name(s) | # ASAMI (J) * ASM | اسم / اسامي (ج) |
| L4 | professor(s), teacher(s), gentleman(men) | * ASTAZ - ASATZ? (J) | استاذ - اساتذة (ج) |
| L4 | rest (to) | # ASTRIH | استريّح |
| L3 | plan on, keep it in mind. | # A"ML HSABK | اعمل حسابك |
| L2 | sir, master | # AFNDM | افندم |
| L2 | more fortunate (the) | # ALAS"D | الأسعد |
| L1 | Praise be to God. | * ALHMD LL? | الحمد لله |
| L3 | o'clock | * ALSA"? | الساعة |
| L3 | thanks (many) | # ALF :KR | الف شكر |
| L2 | noble one (the) | * ALKRIM | الكريم |
| L1 | May God keep you safe. | * ALL? ISLMK | الله يسلّمك |

| | | | |
|---|---|---|---|
| L1 | today | # ALN?ARD? | النهارده |
| L2 | American(s) m. | # AMRIKANI - AMRIKAN (J) | امريكاني - امريكان (ج) |
| L2 | American(s) f. | # AMRIKANI? - AMRIKAN (J) | امريكانية - امريكان (ج) |
| L3 | if | # AN | أن |
| L3 | God willing | * AN :AE ALL? | ان شاء الله |
| L3 | If we're alive (still living). | # AN ":NA | ان عشنا |
| L2 | I | * ANA | انا |
| L3 | you, m. and f. | * ANT | انت |
| L4 | wait (to) | * ANTYR | انتظر |
| L3 | you, pl. | # ANTW | انتو |
| L1 | welcome | # ANST W:RFT | آنست وشرّفت |
| L1 | welcome, hello, hi | * A?LA WS?LA | اهلا وسهلا |
| L2 | first, beginning of, outset of | * AWL | أول |
| L2 | what | # AI? | ايه |
| L2 | yes | # AIW? | ايوه |

## ب

| | | | |
|---|---|---|---|
| L3 | Have a nice meal. | # BAL?NA WAL:FA | بالهنا والشفا |
| L1 | Fine, and praise be to God. | * BOIR WALHMD LL? | بخير والحمد لله |
| L3 | cold (to be, to get) | * BRD | برد |
| L3 | after | # B"D MA * B"D | بعد / بعدما |
| L3 | tomorrow | # BKR? | بكرة |
| L4 | with pleasure | * BKL SRWR | بكل سرور |
| L4 | inform (to) | * BLG | بلّغ |
| L3 | house(s), home(s) | * BIT - BIWT (J) | بيت - بيوت (ج) |

# ت

| | | | |
|---|---|---|---|
| L2 | Turkish | # TRK (J) * TURKI - ATRAK (J) | تركي ـ اتراك (ج) /ترك (ج) |
| L2 | Come! | # T"AL | تعال |
| L3 | tired (to be, to get) | * T"B | تعب |
| L1 | student(s) | # TLAMZ? (J) * TLMIZ - TLAMIZ (J) | تلميذ ـ تلاميذ / تلامذة |

# ج

| | | | |
|---|---|---|---|
| L2 | university | * JAM"? | جامعة |
| L4 | new | # JDAD (J) * JDID | جديد /جداد (ج) |
| L4 | Gamal (name) | * JMAL | جمال |
| L4 | Gamil (name) | * JMIL | جميل |
| L1 | Gamila (name) | * JMIL? | جميلة |
| L3 | come (to) | # J? | جه |
| L2 | army, armies | * JI: - JIW: (J) | جيش ـ جيوش (ج) |

# ح

| | | | |
|---|---|---|---|
| L3 | piece of (something) | # HT? - HTT (J) | حته ـ حتت (ج) |
| L4 | reserve (to) | * HJ; | حجز |
| L1 | Hasan (name) | * HSN | حسن |
| L2 | Hasanayn (name) | * HSNIN | حسنين |
| L2 | you (literally, your presence) | * HVRTK | حضرتك |
| L1 | welcome back | # HMDALL? "LI ALSLAM?" | حمد الله على السلامة |

## خ

| | | | |
|---|---|---|---|
| L3 | take (to) | # DD | خـد |
| L4 | Khalil (name) | * DLIL | خليل |

## د

| | | | |
|---|---|---|---|
| L3 | study (to) | * DRS | درس |
| L3 | lesson(s) | * DRS - DRWS (J) | درس – دروس |
| L4 | now | # DLWQTI | دلوقتي |
| L2 | this, that, m. | # D? | ده |
| L2 | these, those | # DWL | دول |
| L2 | this, that, f. | # DI | دي |

## ر

| | | | |
|---|---|---|---|
| L4 | major(s) | * RAIED - RWAD (J) | رائد – رواد |
| L4 | chief, head | # RIS, RISA (J) * RIEIS - RWESAE (J) | رئيس – رؤساء (ج) رئيس – ريسا (ج) |

## س

| | | | |
|---|---|---|---|
| L4 | hour, watch | * SA"? | ساعة |
| L4 | travel (to) | * SAFR | سافر |
| L2 | Salim (name) | * SALM | سالم |
| L3 | seven | * SB"? | سبعة |
| L1 | Su'ad (name) | * S"AD | سعاد |
| L2 | Sa'd (name) | * S"D | سعد |
| L2 | Sa'd id-Din (name) | * S"D ALDIN | سعد الدين |

| | | | |
|---|---|---|---|
| L2 | happy, fortunate | * S"ID | سعيد |
| L4 | ambassador(s) | * SFIR - SFRAE (J) | سفير ـ سفراء (ج) |
| L4 | secretary | * SKRTIR | سكرتير |
| L1 | greet (to) | # SLM "LÎ | سلم على |
| L4 | allow, permit, authorize (to) | * SMH | سمح |
| L1 | Samira (name) | * SMIR? | سميرة |
| L4 | his excellency | * SIAD? - HVR? | سيادة ـ حضرة |

# ش

| | | | |
|---|---|---|---|
| L3 | tea | * :AI | شاي |
| L3 | drink (to) | * :RB | شرب |
| L4 | busy (to keep) | * :GL | شغل |
| L4 | work, business(es) | * :GL - A:GAL (J) | شغل ـ اشغال (ج) |
| L1 | Shukri (name) | * :KRI | شكري |
| L4 | little, little while, few | # :WI? | شوية |

# ص

| | | | |
|---|---|---|---|
| L2 | Salih (name) | * XALH | صالح |
| L1 | good morning | * XBAH ALOIR | صباح الخير |
| L1 | good morning (response) | # XBAH ALFL * XBAH ALNWR | صباح النور /صباح الفل |
| L2 | friend(s) | # XHAB (J) * XAHB | صاحب / صحاب (ج) |
| L1 | health | * XH? | صحة |

## ض

| | | | |
|---|---|---|---|
| L3 | guest(s) | * VIF - VIWF (J) | ضيف ـ ضيوف (ج) |

## ط

| | | | |
|---|---|---|---|
| L4 | of course | * UB"A | طبعا |
| L4 | Tantawi (name) | * UNUAWI | طنطاوي |
| L2 | pilot | * UIAR | طيار |
| L2 | fine, OK | * UIB | طيب |

## ع

| | | | |
|---|---|---|---|
| L1 | for, to, on | # " * "LI | على / ع |
| L4 | want (to) | # "A; | عاز |
| L1 | Abbass (name) | * "BAS | عباس |
| L4 | Abd ir-Rahman (name) | * "BD ALRHMN | عبد الرحمن |
| L4 | Abdallah (name) | * "BDALL? | عبد الله |
| L2 | introduce to (to) | * "RF "LI | عرف على |
| L3 | supper, dinner | # ":A | عشا |
| L3 | do, make (something) (to) | * "ML | عمل |
| L4 | excuse me | # "N AZNK | عن اذنك |
| L3 | at, with, have | * "ND | عند |
| L1 | family | # "IL? | عيله |

# غ

| | | | |
|---|---|---|---|
| L3 | lunch | # GDA | غدا |

# ف

| | | | |
|---|---|---|---|
| L2 | opportunity, opportunities; chance(s) | * FRX? - FRX (J) | فرصة ـ فرص (ج) |
| L1 | Farida (name) | * FRID? | فريدة |
| L3 | breakfast | # FUAR | فطار |
| L3 | eat breakfast (to) | # FUR | فطر |
| L2 | in | * FI | في |
| L3 | there is (are), in it | # FI? | فيه |

# ق

| | | | |
|---|---|---|---|
| L4 | meet (to) | * QABL | قابل |
| L4 | commander(s), leader(s) | * QAIED - QAD? (J) | قائد ـ قادة (ج) |
| L3 | before | # QBL MA | قبل ما |
| L3 | able (to be), can | * QDR | قدر |
| L2 | introduce to, present to (to) | * QDM L | قدم لـ |
| L2 | sit (to) | * Q"D | قعد |
| L3 | coffee | * Q?W? | قهوة |

# ك

| | | | |
|---|---|---|---|
| L3 | book(s) | * KTAB - KTB (J) | كتاب ـ كتب (ج) |
| L3 | write (to) | * KTB | كتب |
| L3 | thank you | # KTR OIRK | كتر خيرك |
| L2 | seat(s), chair(s) | * KRSI - KRASI (J) | كرسي ـ كراسي (ج) |
| L3 | eat (to) | # KL | كل |
| L3 | konafa | # KNAF? | كنافة |
| L1 | fine, well, good | # KWIS | كويس |

# ل

| | | | |
|---|---|---|---|
| L2 | to, for | * L | لـ |
| L2 | no | # LAE | لا |
| L3 | must; have to | * LA;M | لازم |
| L2 | Lebanese | * LBNANI | لبناني |
| L3 | need | * L;WM | لزوم |
| L3 | just now, not yet, still | # LS? | لسه |
| L2 | Linda (name) | * LNDA | لندا |
| L4 | if | # LW | لو |
| L4 | If you please. | # LW TSMH | لو سمح |

# م

| | | | |
|---|---|---|---|
| L3 | negative particle | # MA...: | ما ... ش |
| L4 | sorry | * MTAESF | متأسف |
| L1 | thank you | # MT:KR | متشكر |
| L2 | taken, reserved | * MHJW; | محجوز |
| L1 | Muhammad (name) | * MHMD | محمد |
| L1 | teacher | * MDRS | مدرس |
| L1 | school(s) | * MDRS? - MDARS (J) | مدرسة ـ مدارس |
| L4 | director, manager | * MDIR | مدير |
| L1 | good evening | * MSAE ALOIR | مساء الخير |
| L1 | good evening (response) | # MSAE ALFL * MSAE ALNWR | مساء النور / مساء الفل / |
| L2 | not | # M: | مش |
| L2 | Egyptian | * MXRI | مصري |
| L3 | with | * M" | مع |
| L2 | place(s) | * MKAN - AMAKN (J) | مكان ـ اماكن (ج) |
| L3 | office(s) | * MKTB - MKATB (J) | مكتب ـ مكاتب (ج) |
| L2 | lieutenant | * MLA;M | ملازم |
| L4 | possible | * MMKN | ممكن |
| L2 | from | * MN | من |
| L4 | who | # MIN | مين |

# ن

| | | | |
|---|---|---|---|
| L3 | same; self, selves | * NFS - ANFS (J) | نفس ـ انفس (ج) |
| L4 | captain(s) (army and air force) | * NQIB - NQBAE (J) | نقيب ـ نقباء (ج) |

## هـ

| | | | |
|---|---|---|---|
| L4 | they | * ?M | هم |
| L2 | here | * ?NA | هنا |
| L3 | there | * ?NAK | هناك |
| L4 | he | * ?W | هو |
| L4 | she | * ?I | هي |

## و

| | | | |
|---|---|---|---|
| L3 | by God | * WALL? | والله |
| L4 | minister(s) | * W;IR - W;RAS (J) | وزير - وزراء (ج) |

## ي

| | | | |
|---|---|---|---|
| L1 | Vocative particle (Used to gain someone's attention.) | * IA | |